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PRIVATE ELEMENTARY AND SECONDARY EDUCATION IN
ILLINOIS FROM 1818 TO 1860

BY

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A. B. Northwestern College, 1920

THESIS

Submitted in Partial Fulfillment of the Requirements for the

Degree of

MASTER OF ARTS

IN EDUCATION


IN

THE GRADUATE SCHOOL

OF THE

UNIVERSITY OF ILLINOIS

1921



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UNIVERSITY OF ILLINOIS
THE GRADUATE SCHOOL

June 1 1921

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY Gertrude Howell Hildreth
ENTITLED Private Elementary and Secondary Education in
Illinois from 1818 to 1860.

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR
THE DEGREE OF Master of Arts in Education.

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on
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CONTENTS

Part I. Early provisions for education in Illinois.

✓ Chap. I. Conditions that influenced the establishment and character of the educational institutions

- ✓ 1. Character of the early settlers.
- 2. The law of 1825 and its repeal.
- 3. Public opinion in favor of private schools.

Chap. II. Educational opinion of the period-

- ✓ Aims and ideals of early educators.

Part II. The educational institutions.

Chap. III. Elementary

- ✓ 1. The type of institution established.
- ✓ 2. Method of "getting up" a school.
- 3. Itinerant schools.
- 4. A city school system.
- ✓ 5. Courses of study.
- 6. School year.
- 7. Tuition charges.
- ✓ 8. Education of paupers.
- 9. Size of schools.

Chap. IV. Secondary.

- ✓ 1. Inter-relation of elementary and secondary schools.
- 2. Establishment of schools by decades.

- ✓ 3. A typical academy.
- ✓ 4. Subjects of instruction.
- 5. Tuition fees.
- 6. Length of school term and year.
- ✓ + 7. Methods of instruction. ^{p. 37}
- ✓ + 8. Equipment and apparatus.
- ✓ + 9. Discipline.
- ✓ + 10. Aims of instruction.
- + 11. Requirements for admission.
- + 12. Attempts at gradation.
- + 13. Sectarianism and religious influence.

Chap. V. Special institutions.

- 1. Evening schools.
- 2. Business courses.
- 3. Private classes.

Chap. VI. Text-books.

- ✓ + 1. Importance of the text-book. ^{p. 50}
- 2. Books used.
- 3. Criticism of many books.
- + 4. Lack of uniformity.
- + 5. Attempts at uniformity.

Chap. VII. Teachers.

- + 1. Functions of early teachers.
- + 2. Method of organizing schools.
- + 3. Circuit teachers.
- + 4. Qualifications.
- 5. Remuneration.

6. Increase in number and quality due to

a. Governor Slade's scheme.

b. Normal courses.

c. Education societies.

d. Ladies' Association for Education of Females.

7. Later certification of teachers.

+ Chap. VIII. Examinations and inspection.

+ Chap. IX. Female and Coeducation.

Part III. Change in character of the educational institutions.

Chap. X. Establishment of the Free School System.

1. The law of 1855.

2. Transition from private to public schools.

— Chap. XI. Conclusion.

Chapter I

Conditions that Influenced the Establishment and Character of Educational Institutions.

A survey of the conditions that influenced the progress of education in the early decades of the period 1818-1860 must precede a study of the educational institutions of the state so that the significant features of those institutions to be presented later may be more fully understood and more correctly interpreted. Such factors as the character and mode of life of the early settlers, their occupations, ambitions and possession or lack of educational ideals all tended to influence and determine the character of the educational institutions.

The immigrants who settled Illinois may be classified roughly into two groups, those from the South, and those from New England or of New England ancestry. These two groups occupied positions respectively south and north in the state. The southern immigration was the earlier and until after 1830 the more numerous, and consequently southern influence had preponderance over northern until after that date. The people who settled southern Illinois brought with them little concern for education, particularly public, tax-supported education. In this they followed the private-support policy of the states from which they came. The settlers from New England, however, brought with them the ideal of state responsibility for education, but because of smallness of numbers, innumerable hardships in the frontier country and the predominance of southern influence, such an ideal was not realized until the close of the period.

The sparsely populated and widely separated communities made the establishment of any educational institution or the realization of any educational ideal a difficult matter.

Commenting on such obstacles in the way of progress, one historian says: "In all new countries there is a difficulty in establishing schools. The first inhabitants, the backwoods hunters, whose cabins are five, ten and twenty miles apart, can have none. Their mode of life requires no education in the scholastic meaning of the term. Their habits are independent of literary acquirements and their children grow up without knowing how to cast up the most simple sums by the rules of arithmetic or write a word or read a sentence No matter what laws may exist on the subject or what school fund may lie in the treasury of the state, if there are not sufficient pupils within a mile of a school-house, there can be no school."⁽¹⁾

But, in the face of such adverse circumstances, a number of statesmen and citizens, realizing in the early years of the period, the urgent necessity of a system of common schools, and exhibiting admirable foresight and clearness of vision, proposed plans for the establishment of such a system. All the implications involved in allowing education to shift for itself, to be left to private initiative and control, and to be dependent on the whims and fancies of a heterogeneous population were fully realized by them. Such men, also, urged the necessity and economy of public support of schools. One who calls himself "Old Statesman" in a letter "to a young Representative in Illinois," says, "In the first place permit me to recommend to you to use your influence in bringing about the establishment of a system of common schools..... We have at present no other method of raising funds than taxation. It is objected to this, that the people are not well enough informed on the subject to give their consent to this plan. But surely it requires but a small degree of information, for every citizen to see that this method of supporting schools would ease the burden upon the shoulders of every one who is now obliged to educate a family..... Let the funds thus raised be distributed according to a

(1) Flower, G., History of the English Settlement in Edwards Co., Ill., pp. 337-340.

just apportionment among the schools which shall be established under the direction of the legislature. Although the amount thus distributed was small, it would aid and encourage our citizens as no doubt to increase in a very great degree the number and quality of our schools..... Individuals ought not to be obliged to bear the whole expense of rearing citizens and soldiers, for the defense and support of the public. That education which is necessary to constitute them good citizens or soldiers, to enable them to understand and defend the rights and liberties of their country, and to qualify them for discharging properly the duties of the offices which they may be called to fill, should in part be given at the public expense."⁽¹⁾

Another, who signs himself "Parent", declares that "One of the measures necessary [to provide for schools] is, to assess a tax on the taxable inhabitants of the district. This can be done by a majority of the persons to be taxed. Taxes are always unpopular and yet without them we cannot live in a social and political capacity. On the subject under consideration, we must either suffer our children to grow up in profound ignorance or pay a tax for their education."⁽²⁾

In 1825 a law providing for free, tax supported schools was enacted. Two years later, however, "the legislatureseriously changed this law, so that the free-school feature of it was obliterated. The votes of a district must now decide whether all of the sum required for a school shall be raised by taxation or only half of it; and as the new law adds that no person is to be taxed without his consent, the raising of school money under the law is reduced to subscription. The legislature of 1829 repealed the part of Duncan's⁽³⁾ law which gave two per cent of the net revenue of the state to

(1) Edwardsville Spectator, Oct. 26, 1824.

(2) Edwardsville Spect., July 30, 1825.

(3) Whether Dunoan or Cole introduced the bill is a matter of dispute.

the schools and otherwise tinkered the school law in a small way more completely making the creation of a school an affair of voluntary union and subscription."⁽¹⁾

One writer states that "this law was in advance of public sentiment, as was plainly shown by its speedy repeal. In fact, no state outside of New England had at the time a school ordinance which even approximated the Illinois law of 1825 in its educational bearing."⁽²⁾

That this law did reflect the influence of New England tradition is disclosed by the following: "How readily is this (Law of 1825) and every other measure calculated to dispel the clouds of ignorance prejudice and superstition denounced as a Yankee Measure!"⁽³⁾

Another writer believed this law to be far in advance of public opinion, and concerning it he says:"It was full thirty years before the advanced position occupied by this early law was reached and permanently occupied by the state, for it was not until 1855 that our present free school law was enacted and our schools put upon a sound financial basis."⁽⁴⁾

The essential points of the free school idea as provided for by the law of 1825 have been summarized by W. L. Pillsbury in the following manner:

- "1. A school system based upon law.
2. A school free of all rates or charges for all children of given ages.
3. Defraying all the expenses of such schools except so far as paid by the income of school funds, by a general tax upon all classes of property and all persons."⁽⁵⁾

The benefits to be derived from the law were seen by one optimistic individual to be three.

(1) Willard, S., Early Education in Illinois, Ill.Sch.Rep.1883-4, p.CX.
 (2) Dexter, E.G., History of Education in U.S. pp. 109-110
 (3) Edwardsville Spect., June 23, 1826.
 (4) Pillsbury, W.L., Early Education in Illinois, State Supt. Rep.1885-6, p.CVII
 (5) Pillsbury, W.L., Early Educ. in Ill., State Supt. Rep., 1885-6, p.CVII.

1. "We could offer better inducements to competent teachers, who might thereby be induced to devote their talents and time to the arduous task.

2. Schools established under the provisions of the law would be subject to the inspection of a body of men selected by the people of each district whose duty it would be to watch over both pupils and teacher, and know the progress of the school in learning.

3. They would be permanent and liable to fewer and shorter vacations."⁽¹⁾

Few schools were actually established in accordance with the law of 1825, and the law was never rigidly enforced during the short period of its existence. Its repeal was in harmony with the general sentiment and attitude of the people toward a system of tax-supported schools.

In 1836, Mr. Ninian Edwards, as the head of a committee to investigate and report the features of the common school system then obtaining, and to suggest further legislation wherever the committee found it necessary, made the following

"Report

The common school systems which have been established by law in various parts of the United States, may be divided into two classes, the compulsory system and the voluntary system.

Under the former system the country is marked off into School Districts, trustees, clerks, treasurers, assessors, collectors, etc., etc., appointed and monies raised by tax for the erection of school houses and the support of schools.

Whatever may be the operation of such a system in old and densely populated states, your committee are of opinion that it is not well calculated for the present condition of things in this state.

(1) Edwardsville Spect., Sept. 10, 1825.

The plan of school districts is believed to be liable to the following objections:

1. The country being but thinly settled the districts when first laid out must necessarily be large, in order to comprise a sufficient number of families to support a school. Yet the persons residing at the greatest distance from the school house are taxed as much for its erection as those who live near it. As the population increases it becomes necessary to subdivide the districts and to erect additional school houses:- when many persons who were taxed for the erection of the school house first built, are now again taxed for the erection of another.

2. A person may reside within a convenient distance of a school conducted by a teacher in whom he has entire confidence, and at the same time he may live in another district, whose teacher he considers destitute of the necessary qualifications. In such cases he is taxed to support a teacher in whom he has no confidence, and debarred the privilege of sending his children to the teacher of his choice.

3. It is impossible to divide a county into districts, in such a way as to avoid creating much dissatisfaction. If the people were authorized to lay off districts for themselves, many families would find themselves left between two districts and belonging to neither. If the task were committed to the county commissioners court, that body would necessarily have to act from the representations of other persons; and whether the districts were judiciously laid off or not, the court would be continually besieged with applications to alter the boundaries.

The compulsory system is also objectionable on account of the great number of officers required to carry it into operation, and the onerous duties required of them. If these officers are all paid for their services, it will take a considerable portion of the school tax to pay them. If they are

not paid but are compelled, under heavy penalties, to accept office and perform its duties, it will manifestly be a violation of their individual rights. The law of 1825 imposed penalties of from five to ten dollars on school district officers for refusal to accept and perform the duties of their several stations.

The compulsory system is unsuited to the genius, habits and feelings of the people of Illinois. This assertion is founded not upon conjecture but upon experience. The act of the 16th of January 1825, authorised the majority in any settlement or neighborhood to establish this system within their own limits. Two per cent of the State Revenue and five-sixths of the interest of the school fund were promised to be divided among such schools as should be kept in conformity with the provisions of this act. Very few schools were established in the manner required, and they never received the promised reward. Impelled by the public voice, the next succeeding legislature virtually repealed the act.

The voluntary system is founded on the principle that the people generally understand their own interests, and are willing to pursue them - that they are more easily led than driven; that large sums may be obtained for public objects by an appeal to the liberality of individuals more easily than small pittances can be raised by compulsory means. This system recognizes the right of people to send their children to such schools as they prefer, untrammelled by school district boundaries. In order to obtain a share of the state and township funds nothing is required except the keeping of a schedule by a teacher which is submitted to the inspection of trustees chosen by his employers, and then returned to the school commissioner. The teacher may be employed by a committee of the citizens at a specified compensation per month; or make his contract with his several parents or guardians of his pupils at a given price per quarter for the tuition of each. He may contract for a given sum in addition to his share of the monies derived from the school funds; or he may

transfer his share of said monies to his employers, and receive from them, at the close of each quarter, his stipulated wages.

This system is now in operation in this state. Its excellence is founded on its simplicity. No complex machinery is created; no difficult conditions required of the people. It infringes no man's rights; it restrains no one's liberty. It operates as an encouragement to learning, by inducing parents to send their children to school as much as possible, in order to enjoy their proportion of the benefits of the school funds. It is believed that this system has received the approbation of the great body of the people, without whose support no system, however ingeniously devised, can be successful."⁽¹⁾

Upon private initiative, then, during the major part of the period, depended the organization of schools and in fact most of the provision for educational matters. As suggested in the report, however, private initiative in some instances gave way to cooperative community enterprises and the formation of city school corporations by which school systems were established. Private individual and private group agencies may then be said to have been largely instrumental throughout the period in the establishment and maintenance of schools.

Certain evils attended the schools maintained by private initiative which were overcome or in part eradicated by private group organization. Several evils are enumerated in connection with the advocacy of the Jacksonville Common School Society formed by the citizens of Jacksonville, Ill.

A critic says: "There are two evils attending our present mode of conducting schools. The first is that the teacher, having to make up his own school and collect the tuition money, loses a great deal of time in collecting and a great deal of money. There are many persons who are not able and some who are not willing to pay, and a school master being generally poor and dependent on the pupils for his support, will rather lose his just dues than make enemies by en-

(1) Ill.State Reg.,Dec.24,1836

forcing rigid payment. Of the amount promised he seldom realizes one half and even this is collected in such small sums and with so much labor, as to be of little benefit.

The second objection is that the school master being responsible to every individual who sends a child to his school, is continually subject to the caprices of those who employ him. In a new country like ours, it requires the united support of a whole neighborhood to keep up a school, and the teacher must therefore keep fair weather with all. To do this he must make many sacrifices of feeling and duty, and must grant indulgences and liberties both to parents and children which are inconsistent with a proper regard to discipline.

The remedy for these evils is easy. The teacher should be rendered independent of individuals, and responsible only to the whole body of his employers collectively, and they in turn should be jointly bound for his remuneration. This is done by appointing trustees to employ and pay a teacher. The funds may be raised either by a general subscription or by requiring from each individual who sends scholars, his proportional amount of tuition money, or by uniting both these plans. It is immaterial what mode is adopted for raising the money, so that a sufficient sum be secured to the teacher, and that sum be collected by trustees. The teacher has then a fixed salary, and can devote his whole mind to the important duties of his calling.....

The plan can never supersede the necessity of a public system of common schools under the direction of the state; but it is the best substitute, and should therefore be adopted until the latter can be brought into efficient operation. It will not only be valuable in itself, but will be found to be an able auxiliary to any system which the state may adopt." (1)

(1) Ill. Intelligencer, Dec. 5, 1829.

A study of the elementary and secondary institutions established throughout the period reveals the fact that the dominant types of institution are those established either by private individual initiative, or by group co-operation in some communities or in some religious denominations. In few cases were the schools actually public, that is free of tuition charges or rate-bills to any pupils whose parents did not subscribe to or pay a tax for the support of the school, before 1855, and until that date the private school loses few of its adherents.

In conclusion, the early settlers, although contending with the difficulties of settling the new state, attempted to make provision for schools and advocated a system supported by public taxation. In 1825 the legislature enacted a law which provided such a system for this state. In 1827 and again in 1829 this law was so altered as to destroy the free school system features it contained. And since no further legislation reinstating these features was enacted until 1855, the typical schools of the period are private or group community supported schools, the majority of which can not be called free or public.

Chapter II

Educational Opinion of the Period.

The benefits to be derived from education which were to accrue both to the individual and to the state have been expressed with indefatigable confidence by numerous writers throughout the period. Several of these, typical of kindred expressions, are given.

"An education is a young man's capital; for a well informed, intelligent mind has the best assurance of future competency and happiness. A father's best gift to his child, then, is a good education.....If you leave them with a cultivated heart, affections trained to objects of love and excellence, a mind vigorous and enlarged, finding happiness pure and elevated in the pursuits of knowledge, you effect an insurance on their after happiness and usefulness. Unless you bring up the young man's mind in this way, you cannot, with any justice, claim for its possessor independence! Your children must be virtuous, or they will not desire it. They must be intelligent associates, as they must have habits of industry and sobriety to make the company of the industrious and sober agreeable.

It is in your power to bestow this virtue, this intelligence, and these golden habits..... Spare not expense on your school, and put into their hands everything that may encourage or assist them in their mental or moral improvement." (1)

One writer asks "Who was Mr. Wirt? A poor boy of the village of Bladensbury. Who is Mr. Wirt? Attorney General of the United States.....

Who was James Monroe? The son of a bricklayer of Cambridge in Dorset, Who is James Monroe? President of the United States, placed on an equality

(1) Alton Tel. and Dem. Rev., Oct. 19, 1849.

with the emperors and kings of the whole world. Education is the solid granite pedestal of their fame supporting a shaft of the most towering altitude, whose Corinthian capital is high above the clouds. How emphatically has wisdom, founded by education, and nurtured by intense study and application, proved herself to be power with station and honors and wealth following in her train. Why then should not the sons of our bricklayers or hatters or tailors or cabinet makers, become the future presidents, and legislators and law-givers of the United States? The same path is open to them; true, it winds up the sides of a steep and rugged mountain; and the elevated pinnacle is not to be gained without setting out aright, with the earliest and best discipline of good schools....."(1)

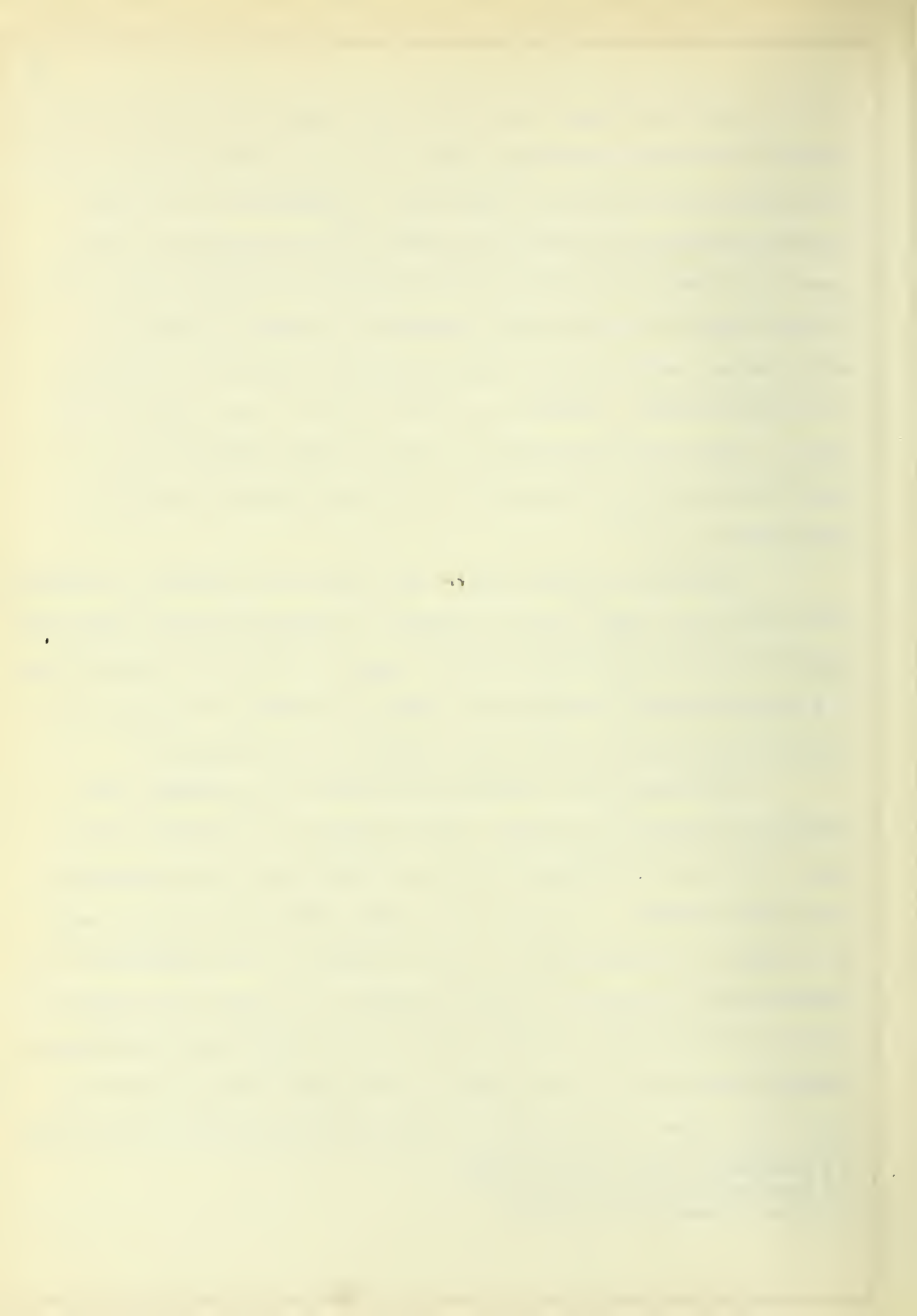
And another individual remarks that "There is no injustice in requiring that those who are exempt from the obligation of supporting children, should pay something towards the education of them. Away, then, with this senseless clamor at a measure intended and calculated to exalt the character of the state, to promote the happiness and preserve the liberties of its citizens."(2)

The preservation of democracy was asserted to be dependent upon educational provisions. An extract from the message of the Governor of the State in 1844 states: "The subject of common school education must necessarily attract your attention. It is one of the utmost importance to the well-being of the people, the due provision of which is essential to the perpetuity of enlightened Republicanism, and absolutely necessary to a proper and just administration of our democratic institutions."(3) And one individual enthusiastically exclaims that the bill for the admission of the Illinois Territory into the Union "also secures to us that which is more precious and lasting to our rising

(1) Edwardsville Spect., Oct. 24, 1820.

(2) Edwardsville Spect., June 23, 1826.

(3) Alton Telegraph, Dec. 5, 1844.



generation than gold. Generations yet unborn, will have reasons to proclaim the wisdom of a magnanimous Congress, who have so amply secured to them a lasting fund for the support of seminaries of learning, - which at once rears up an eternal barrier between us and monarchy; thereby enabling us to form a link in the grand federal chain which binds the union together."⁽¹⁾

The same theme is contained in another article whose author states, "If our union is still to continue to cheer the hopes and animate the efforts of the oppressed of every nation; if our fields are to be untrod by the hirelings of despotism; if long days of blessedness are to attend our country in her career of glory; if you would have the sun continue to shed its unclouded rays upon the face of freemen, educate all the children in the land. This alone startles the tyrant in his dreams of power and rouses the energies of an oppressed people. It was intelligence that reared the majestic columns of our national glory; and this alone can prevent them from crumbling into ashes."⁽²⁾

The preservation of the state through education is the keynote of another article. "Place a good education within the reach of our increasing population throughout the union, especially in the west, and ere long, with an intelligent community, she will control the destinies of our common country, keep inviolable the bonds of our Union, stand to the helm of our noble ship of state, and guide her safely through the sand bars, snags and projecting rocks that threaten her steady course. And after she is anchored in the haven of safety, the same benign influence will foster and perpetuate forever our free institutions - our pride, boast and glory - and the surprise, envy and admiration of the civilized world."⁽³⁾

A general summary of the benefits of education is well presented in another article which has special significance because of its authorship.

(1) Western Intelligencer, May 30, 1818.

(2) Illinois Daily Journal, Feb. 9, 1849.

(3) Alton Telegraph and Democratic Review, March 23, 1849

The Sangamo Journal of March 15, 1832, has a "communication" signed "A. Lincoln", dated New Salem, March 9, 1832, addressed "To the People of Sangamo County". Lincoln says: "Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can be engaged in. That every man may receive at least a moderate education, and thereby be enabled to read the histories of his own and other countries, by which he may duly appreciate the value of our free institutions, appears to be an object of vital importance, even on this account alone, to say nothing of the advantages and satisfaction to be derived from all being able to read the scriptures and other works, both of a religious and moral nature, for themselves. For my part, I desire to see the time when education and by its means morality, sobriety, enterprise and industry, shall become much more general than at present, and should be gratified to have it in my power to contribute something to the advancement of any measures which might have a tendency to accelerate the happy period."⁽¹⁾

A survey of the elementary and secondary institutions will disclose what attempts, if any, were made through courses of study, methods of teaching and general character of the schools, to realize these values and to obtain these benefits. A detailed study of certain features of the secondary and elementary institutions will be presented in the following chapters.

(1) Pillsbury, W.L., Early Education in Illinois, State Supt. Rep. 1885-6, p. CIX.

Chapter III

The Elementary Schools.

In a previous chapter it was stated that schools were commonly established either by individual initiative or group cooperation. The elementary schools in Illinois in the period 1818-1860 are the outgrowth of both practices. The schools resulting from the efforts of group cooperation, however, are confined with few exceptions to the latter half of the period; and throughout the period the position maintained by the private elementary day school remains a prominent one.

Several reasons, at least, contributing to the popularity of the private elementary schools were mentioned in Mr. Edward's criticism of a compulsory school system. The first of these was that freedom was allowed in the choice of a teacher, and the second that no large corps of officials was needed to operate the schools. Freedom from general taxation for the support of schools and the relative cheapness of private school education were also factors contributing largely to the popularity of the privately maintained institutions.

For the establishment and conduct of many schools, the responsibility was assumed by individual teachers, and the amount and constancy of the patronage they gained were determined largely by their own efforts in making their schools popular.

One teacher in "getting up" his school, states in his advertisement:

"A Good Education

Is immensely valuable in any situation of life.

From real necessity and the solicitations of friends, the subscriber is induced to take a school in this town for the ensuing winter, to commence

next month, and would be grateful to the citizens of the town and its vicinity for a share of their patronage.

W. Eldridge.

Mt. Carmel, Oct. 24th, 1834."⁽¹⁾

The temporary and intermittent character of some of the schools is suggested in the advertisement of another establishment.

"School.

In order to be employed for the summer, I would take charge of a school at my residence (or some other eligible situation) for four months and a half, to commence about the 15th or 20th inst. Terms, four dollars per quarter, in state paper. Parents or guardians, desirous of employing me, will please hand in their names, and the number of scholars for which they wish to subscribe, as soon as is convenient in order that I may know whether sufficient encouragement will be given.

Tho's Lippincott.

Edwardsville, 5th June, 1822."⁽²⁾

A more permanent school, and one undoubtedly more typical of the better class of elementary schools, is indicated in the following notice:

"James S. Cheek returns his sincere thanks for the liberal patronage that he has experienced in the line of his profession. He informs his friends and patrons that he will continue his school for the instruction of youth in the different departments of English literature. His price for tuition will be \$5 per quarter. He will extend the sphere of instruction so as to include the following sciences, viz:

Orthography, Reading, Writing, Arithmetic, English Grammar, Geography, History, Rhetoric, Composition and Mathematics. He flatters himself that from his strict attention to his business, and from the moral and literary improvement of his pupils to receive a liberal patronage of a generous and enlightened

(1) Mount Carmel Sentinel, Nov. 18, 1834.

(2) Edwardsville Spect., June 8, 1822.

public.

Harrisonville, September 28."⁽¹⁾

Circuit or itinerant schools were conducted in communities too poor or too sparsely settled to support a permanent school. These schools have been variously described. One report, entitled "Circuit Schools", says:

"The course proposed is as follows: The teacher being provided with suitable books and lessons on cards, are to take two, three or more schools in different neighborhoods, visit each once, twice, three or more times in a week, hear the scholars recite their lessons, lecture and explain the subjects, and thus enable those of any age who are disposed to learn, to learn to teach themselves by the aid given them by their teachers. It is stated moreover, that there are already a number of settlements, where the people are desirous of having the circuit system put in immediate operation."⁽²⁾

One writer gives further details of the itinerant plan, and states the benefits of such schools. He says:

"The plan was for the teacher to spend from 8 o'clock A.M. to 12 in the school in one district and then go the next district, have school from 2 o'clock P.M. to 4 and the next morning from 8 to 12, returning for the afternoon to the first district, thus giving each school a four hour session each day. Another plan was for the teacher when the schools were too far apart for him to go from one to the other at noon, to stay two or three days at one school and the same time at the other. And sometimes the teacher would take charge of three schools in this way. The teacher was expected to furnish books, etc., in part. The advantages are thus stated by one of its advocates:

"First. Two neighborhoods unable to support a school separately can, by uniting with each other enjoy all the benefits of a common country school.

Second. One teacher can on this plan accommodate two settlements at

{1} Illinois Intelligencer, Sept. 29, 1819.

{2} Annals of Education, 1834, Vol. IV, p. 243.

the same time; and this is no small advantage when good teachers are so 'few and far between'.

Third. By reducing the cost of tuition nearly one-half, poor people who have large families can give them such an education as will fit them for occupying a respectable station in society.

Fourth. Those whose children are large enough to be of service to them either on the farm or in the house, can, on this plan, have them at home nearly half the time, employed in useful occupations and acquiring steady and industrious habits, without which the health of the body as well as the health of the mind is destroyed.

And it is reported that both parents and teachers agreed that on this plan the children made as great or even greater proficiency in the same time than on the plan of all day schools."⁽¹⁾ Circuit schools were gradually discarded as the population increased, and teachers and pupils became more numerous.

The Alton City school plan is an example of the schools established by group cooperation, in which the teacher was chosen by a body of trustees. A notice of the Alton plan is as follows:

"Notice is hereby given that an elementary school will be opened on Monday, the first day of September next at the new brick school house lately erected by the city, under the care of Mr. L.S. Williams. The council having permanently established the school for the benefit of the children and youth of the city, and engaged a competent teacher, have put the tuition at a very low rate, with the hope that parents and guardians will facilitate the objects and wishes of the School Committee. On the payment of \$1.25 in advance to the city Treasurer, any child may be admitted to the privileges of the school for one quarter. The following persons from each ward compose the school committee, to whom application may be made by persons wishing to avail themselves of the advantages contemplated by the establishment of this school."⁽²⁾

(1) Pillsbury, W.L., Early Education in Illinois. State Supt. Rep. 1885-6, p. CXIV.

(2) Alton Telegraph, Aug. 23, 1845.

Schools of this character were recognized to be decidedly superior to the transient and poorly conducted schools established in haphazard fashion through the private enterprise of a teacher. Our critic denounces the mode of conducting schools in Springfield in 1849. He says:

"The present mode of sustaining schools in this city is attended by many and serious inconveniences. If any one wishes to open a school, he or she engages a few scholars or advertises or both, and receives pupils of all ages and grades of scholarship, which the parent may be disposed to send, or in some cases more properly, if the children may choose to go..... To add to the confusion and irregularity of instruction, which is consequent on the frequent setting up and termination of different and independent schools, the frequent transfer of scholars from one school to another, when both are in successful operation, makes this confusion worse confounded..... It is true that many parents pursue a wiser course and zealously cooperate with the teacher in every judicious measure, and expect to see the desired results only in the continuance of uniform procedure. Yet practices similar to those above described are known to be elements of disorganizing influence in our schools."⁽¹⁾

Courses of study offered in the elementary schools were two: "the common English branches" and the "higher English branches", the subjects of study of the latter course being often identical with those of the former, but of a more advanced character. The term primary was used in some schools to designate a course in which the "common English branches" were offered. Although many advertisements of elementary schools state the courses to be pursued, it is doubted that in actual school room procedure, any sharp differentiation between courses of study was maintained. Until methods of gradation and classification were introduced toward the close of the period, few attempts were made at classifying pupils according to courses pursued.

(1) Illinois Daily Journal, April 27, 1849.

The range of subjects taught in the elementary schools was not broad. In twenty-one schools the list of subjects taught is as follows:

Orthography (spelling), reading, writing, arithmetic, mathematics, English grammar, geography, history, rhetoric, composition, flowering, painting, and embroidery, plain and ornamental needlework. Not all of the institutions offered all of the subjects here enumerated. The subjects most frequently taught were spelling, reading, writing and arithmetic, and these subjects were pursued by the greatest number of pupils. Furthermore, many teachers were unable to give instruction except in the most rudimentary subjects because of lack of knowledge of the subjects themselves.

The justification of certain of these subjects in the curriculum has been expressed by one writer on education:....."Arithmetic and other mathematical studies are preeminently fitted to give power and precision of thought to the mind, while to most persons they are of very little direct practical use beyond a few of the elementary rules. But the teacher who should advocate the neglect of all the other parts of mathematics except the first elements, because few will need to apply them in the affairs of life, would show himself a mere ignoramus in the business of education. The truth is, this branch of study for its influence on the ability of the mind, needs to be pursued through the whole course of education. And it will be found true that a school in which this forms one prominent study of all the pupils, will learn much more in other branches at the same time, than one in which this branch is neglected. Geography, on the other hand, is studied chiefly for the facts it contains; and the mental influence of pursuing it is for the most part in strengthening the memory. The facts are not only indispensable in laying open the common sources of knowledge on all subjects, but when acquired they have great power in enlarging the conceptions of the mind and its range of thought, by unfolding what the world

contains.

But what shall we say of that other prominent branch of common education, English grammar? The time was, as many now in the meridian of life can recollect, when it was not considered as one of the necessary or important branches of those in the common pursuits of life. But from cause, it has now come to be desired by nearly all..... For what then is grammar studied? it will be asked. Not surely, or at least not mainly, for the immediate influence that a smattering of it will have in correcting bad habits of speech.... A competent knowledge of grammar ... will enable one to know when language is correctly used..... But the chief value of grammatical studies does not lie here..... But if so studied as to attain a real knowledge of the science, if the different classes of words and their relations to each other be well understood, and if by the aid of this knowledge the pupil comes to understand correctly the vast variety of expression, by which the innumerable shades and degrees and aspects of human thought and feeling are made known, it is scarcely possible to over-estimate the importance of this branch of study. For the pupil cannot acquaint himself with these expressions without becoming acquainted with the thought which they express..... And every step we take in this science and in the departments of kindred nature that are based upon it, is so much in the development of our own minds after the model of wisdom and experience of the whole Anglo-Saxon race."⁽¹⁾

The statement was made in connection with the discussion of courses of study, that little differentiation could in actual practice be effected because of the lack of gradation and classification of pupils. Criticism of the lack of classification and gradation of pupils in the schools in the city of

(1) Illinois Daily Journal, Sept. 11, 1848.

Springfield, 1847, and suggestions as to a remedy for conditions are set forth by one individual. He says: "Each teacher if qualified is expected and almost compelled to give instruction in any or all the different branches which a child needs to learn. And as each of the branches are liable to be pursued by pupils of different ages, capacities, attainments, he may think himself fortunate if the number of his classes does not approach very near to the number of his scholars. Unless he does as many do, class them together whether fitted to be so classed or not. But suppose in a school of thirty pupils there are twenty-five classes under one teacher, a case not unlikely to occur in a miscellaneous school, where scholars are not unfitly classed. It is easy to see that the whole six hours divided among these classes would give a little less than fifteen minutes to each, and allow no time for recess, general exercises, general supervision, or particular attention to individual scholars. And when the time indispensable for these purposes is deducted, the teacher who in such circumstances can secure ten minutes on an average for the actual recitation and instruction of each class has done well. But what degree of interest can be kept up in a class, or what amount of instruction can be communicated to them, if but ten minutes a day can be appropriated for this purpose?"⁽¹⁾

Concerning the remedy for such practices, the same author remarks:

"Among the many improvements which have been made in the modes of conducting education of late years, there is perhaps none more important than the strict classification and gradation of the schools. A rigid system of this kind has been generally introduced into the eastern cities and large towns, and has found its way into many parts of the west where the subject has received sufficient attention from the people. In this respect dense settlements have great advantage over a sparse population. With the latter it often requires all the

(1) Illinois Daily Journal, April 27, 1849.

scholars that can assemble at one point, of whatever age or attainments, to compose a school sufficient to employ one teacher. And with no chance for a division of labor by allotting to different teachers, different departments of instruction, he is obliged to teach whatever is taught in the place. But in a town of the size of Springfield we are favored with the opportunity to do much better. There is no necessity unless the people will it, of committing more studies or classes to one teacher than can be fully and faithfully taught, in all the minute details of instruction. There are approved and long tried methods by which there may be a complete and sufficient division of labor for this purpose.

To illustrate the leading principles of a plan which has borne the test of experience in many places for more than twenty years, I will make the following suppositions:

Suppose our city to be divided as equally as may be in regard to the population in four districts, and in each of these let there be established with proper buildings and furniture, a primary and common school, with suitable provisions to accommodate all the children of the district. A primary and common school may be in the same building if thought desirable but not in the same room.

In the primary school let nothing be taught beyond reading and spelling and writing on a slate and the most simple elements of arithmetic and geography. The teacher (who for this department should be a female) confining her time to this small variety of studies, will have an admirable opportunity to classify with precision and to give each class all needful attention. She can also, to keep up the interest and to give activity to the minds of her pupils, introduce a great variety of important general exercises and such as cannot be introduced into a miscellaneous school.

The common school may be divided into male and female departments, both

conducted on the same principles of classification and pursuing the same studies. Into this school none should be admitted who have not thoroughly mastered all that is taught in the primary school. And the whole attention of the primary school should be confined to the essential requisites of a good common education; for example, geography, arithmetic, English grammar, reading, writing, spelling and defining, composition, and United States History. And as each department would be of sufficient size for two or three teachers, there would be an ample opportunity for faithful instruction in all those branches."⁽¹⁾

Such a system of gradation and classification was not actually adopted by the city until after 1855.

The length of the school year in the elementary schools varied with the size of the community in which the schools were located and with the type of institution. The school year was divided into quarters or terms of eleven or twelve weeks, and the school was taught for one or more quarters, or the school year consisted of two terms of four or five months each, and one or two terms were taught. The practice first mentioned was far the more common.

It may be observed that few schools or school systems provided instruction gratis. The general practice was for the teacher or school trustees to charge tuition in accordance with the number and character of the subjects taught. In schools organized on the quarter term basis, tuition charges were made for quarterly periods, payable in advance and in times of financial stress, payable in produce as well as in currency.

Tuition charges in ten typical elementary schools and the dates and places at which the charges were made, together with the list of subjects or courses of study offered in each school were as follows:

(1) Illinois Daily Journal, April 28, 1849.

<u>Place</u>	<u>Date</u>	<u>Subjects taught</u>	<u>Charges</u>
1. Kaskaskia	1819	Orthography, reading, writing, arithmetic, Eng. grammar, geography, history, rhetoric, composition and mathematics	\$5.00 a quarter.
2. Shawneetown	1821	Reading, writing, arithmetic, English grammar	\$4.00 a quarter.
		Flowering, painting and embroidery	\$7.00 a quarter.
3. Vandalia	1828	Spelling, reading, writing, plain and ornamental needlework	\$2.50 a quarter.
4. Vandalia	1841	Spelling, arithmetic, reading, Eng. grammar, writing, geography	\$3.00 a quarter.
5. Alton	1843	English branches Plain and ornamental needlework	\$2.50 to \$3.00 a quarter.
6. Alton	1844	Elementary branches Grammar, geography, history, arithmetic	\$2.00 a quarter. \$3.00 a quarter.
7. Alton	1845		\$1.25 a quarter paid to city.
8. Springfield	1849	Spelling, reading, writing, geography, grammar, arithmetic and history	\$2.50 for quarter term of 12 weeks.
9. Springfield	1849	Common English branches	\$2.50 a quarter.
10. Naperville	1852	Primary Higher English branches Common English branches Painting	\$1.50 a quarter. 3.00 " " 2.00 " " 3.00 " "

Little provision was made for the education of paupers. In the one or two city systems in which education was supported by general taxation, paupers were automatically provided for. Legal enactment in 1834 made each community responsible for the education of its paupers, but such enactment was repealed the following year. Section III of the school law of Illinois enacted 1834 provided that "said trustees shall be authorized, and it shall be their duty to visit the school from time to time, and to require the admission into the school and the gratuitous tuition of such children residing in the vicinity of the school as shall be presented to said trustees for that purpose, if such trustees shall believe that the parents or guardians of such children are unable to pay for their tuition."⁽¹⁾

And Section IV of the law provides that the teacher shall receive his share of the school fund from the school commissioners on condition that "said teacher has, to the best of their knowledge and belief given gratuitous instruction in his said school to all such orphans and children of indigent parents residing in the vicinity as had been presented for the purpose by the trustees of said school."⁽²⁾ The law of 1835, relating to these sections of the same act repealed the clauses providing for gratuitous instruction of paupers.

One praiseworthy attempt at least was made by individual enterprise to establish a school for children of parents too poor to pay the regular tuition fees. The notice of this school states that "I propose to open a school for children, on Monday, March 1st, in the room east of E.G.Wright's office. Those who patronize this school will do it on such pecuniary terms as their ability will permit, themselves being judges.

(1) School law of Illinois, Section III, 1834. An Act to provide for the application of the fund arising from the sale of school lands, belonging to the several townships in this state.

(2) School law of Illinois, 1834, Section IV.

The reason of this perhaps novel proposal, exists in the fact, that there are, in this village, some children whose parents wish them to be at school, but in consequences of sickness or misfortune, are unable to pay the usual rates of tuition. It is desirable, however, for the encouragement of the teacher, that those who send to this school should name at the commencement of the term the amount of tuition per scholar, they would feel willing and able to pay.

Should any who are blessed with a sufficiency of this world's goods, favor my plan, their patronage is respectfully solicited. It is earnestly desired that the patrons of the school will cooperate with the teacher in her endeavors to their children's punctuality, submission to wholesome school regulations, a regard for truth and a desire to improve."⁽¹⁾

That this school did not entirely solve the problem is proved by a communication, signed "Voter", which was published in the same community several months later. The author says, "There are large families here in indigent circumstances that find it very hard to pay their school bills and as a consequence their children are sometimes roving our streets when they ought to be in school. As it is now the poor derive no assistance from the rich in the education of their children. It may be remarked, that the wealthier portion of our community are generally, it is believed, willing to be taxed for carrying out the proposed arrangement, (securing the basement of an Academy being erected for the housing of a district school) so that there now seems to be nothing wanting to secure for our district school as good accommodations as are provided for any other district in the county, but for our citizens to say by their vote that they wish such accommodations."⁽²⁾

(1) DuPage County Observer, Feb. 25, 1852.

(2) DuPage County Observer, April 21, 1851.

The advanced thinkers in the community evidently foresaw that the only way in which the paupers of the district were to be educated was not by philanthropy or popular subscription, but by the establishment of a system of free, tax-supported schools.

A separate school for colored children was one of the educational institutions in Springfield, 1848. The advertisement of this school follows:

"A School for Colored Children has been established in Springfield; it is conducted by an excellent instructor and offers great advantages for colored children in obtaining the most useful branches of Education. Colored children in towns where they have not the advantage of schools can find places in this city where they can work for their board and go to school at the same time. The undersigned will pay prompt attention to such applications."⁽¹⁾

The number of pupils admitted to an elementary school was seldom limited. In fact a large proportion of the schools had difficulty in maintaining more than a handful of transient scholars.

The Alton city school with an enrolment in 1849 of over a hundred pupils is a notable exception. Fifteen or twenty scholars may be considered the more frequent number of scholars instructed in one school. Furthermore, there were practically no entrance requirements tending to restrict enrolment. Pupils of all ages and of both sexes were welcomed and induced by advertisements, examples of which have been presented in this discussion, to enter the schools of the community.

(1) Illinois Daily Journal, Aug. 14, 1848.

Chapter IV

The Secondary Schools.

The distinction between the elementary and secondary schools is often difficult to discern. It has been stated that there was little differentiation among courses of study within the elementary schools; there was also no very distinct line of demarcation between instruction of elementary and secondary grades. Hence, it is often difficult to separate the educational institutions of this period into two classes, elementary and secondary. Not until 1855, do many institutions of an exclusively secondary character appear. For the purposes of this paper, the term elementary is used to characterize schools in which elementary instruction only was offered; the term secondary will include all institutions giving both elementary and secondary instruction, as well as those giving work of secondary grade only.

Of 97 institutions offering secondary courses, only twelve offered no elementary or preparatory courses, and of this number, five institutions were organized after 1855. Consequently, a study of the secondary institutions in Illinois will coincide in some points with the survey of the elementary schools. To isolate the two types of instruction completely is impossible because of lack of differentiation between the two, in most cases.

Provision for higher education was made at an early date.

"The first legislature, that of 1819,passed two remarkable charters; one to incorporate Madison Academy at Edwardsville, and the other to incorporate Washington Academy at Carlyle..... In the clauses respecting the academies it is provided that gratuitous instruction shall be given to children

of the poor; that no discrimination in the choice of trustees or professors, or in the admission of pupils shall ever be made on account of religious opinion or profession; and that as soon as the funds of the institution will admit of it, the incorporation shall establish an institution for the education of females. The same legislature incorporated an academy at Belleville."⁽¹⁾

The increment in the number of schools providing secondary education in the period 1818-1860, from decade to decade, may be judged somewhat approximately from the following figures. These figures indicate the number of secondary schools established in each decade of the period, of a total of 97 institutions which were studied in detail.

1818-1819	2
1820-1829	8
1830-1839	15
1840-1849	41
1850-1859	31 (includes 2 public high
total	97 schools)

Of these 97 institutions the nomenclature is as follows:

Academy	mentioned	27	times
Seminary	"	23	"
High School	"	10	"
Select School	"	3	"
Institute	"	3	"
Public and city school	"	5	"
Classical school	"	3	"
College (offering secondary preparatory courses	"	4	"
School (no other name designated)	"	19	"

Judging by the figures given above, the term "academy" was the most popular name to apply to the secondary institutions; and the term "seminary" was applied to an almost equally large number of schools.

The advertisement of Belleville Academy in 1825 is illustrative of

(1) Willard, A., History of Early Education in Ill., Ill. School Report, 1883-84, p CIX.

that type of institution, and demonstrates the common practice of providing both elementary and secondary instruction in the same school.

"Belleville Academy.

This academy will be open for the reception of scholars on the first Monday of March next, under the care of John H. Dumis, Esq., a very amiable and highly respectable gentleman, of competent acquirements and qualifications for teaching.

The price of tuition will be for reading, writing and arithmetic, \$2 per quarter; for English grammar, mathematics, geography and the use of globes, \$3.00; for the Latin and Greek languages, logic, rhetoric, moral philosophy and history, \$4 per quarter.

Elegant globes, and a complete set of maps are already provided. As soon as the number of scholars will justify it, additional teachers will be employed. It is expected that a teacher of the French language will be engaged before the expiration of the present year. Boarding in the best houses in town may be had at \$50 per annum. In the country, very convenient to town, it is presumed boarding may be had considerably lower. Belleville, Jan. 21st, 1825." (1)

More than fifty different subjects of secondary grade were taught in 97 secondary institutions. The list of the subjects is as follows:

I. Mathematics.

Algebra, geometry, trigonometry, superficies and solids, surveying, commission.

II. Languages.

Latin, Greek, Hebrew, French, Spanish, German, Italian.

III. Sciences.

(1) Edwardsville Spectator, Feb. 1, 1825.

Universal and ancient geography, Natural philosophy, astronomy, chemistry, botany, mineralogy, agricultural chemistry, medicine and surgery.

IV. Philosophy.

Logic, mental and moral philosophy, criticism.

V. Theology.

Bible, sacred history.

VI. History.

American history, sacred history, modern history, universal history, ancient and modern chronology.

VII. Mythology.

VIII. English.

Rhetoric, elocution, poetry, composition, grammar.

IX. Political economy and law.

X. Vocational.

Navigation, civil engineering.

XI. Commercial.

Single and double entry bookkeeping, ornamental penmanship, commission.

XII. Education.

Watts on the Mind.

XIII. Art.

Painting and drawing, vocal and instrumental music, perspective architecture, drafting, needlework.

XIV. Physical training.

Calisthenics.

The greatest number of these subjects taught in school was twenty-seven; the smallest, two. The fact that as many as twenty subjects were taught in any one school does not indicate that all were actually taught. Usually there was not sufficient demand for some of the subjects of the curriculum to justify the formation of a class, and consequently such subjects were not taught.

The division of subject matter of the curriculum into distinct courses of study was more obvious in the secondary than in the elementary schools. One common division was that resulting in the English classical and the Scientific course. Some schools were divided into male and female departments, a division involving difference in courses of study and a dual form of administration. The college-preparatory function of the secondary school was provided for in a few schools by courses designated college-preparatory; and several schools offer Normal courses. This is especially true of the secondary institutions in the latter years of the period, although Hillsborough Academy in 1837, lists a Normal course with several others.

Tuition charges varied with the subjects taught, courses of instruction, length of the school term; and also with the general status and size of the school, the number of teachers and their qualifications. Almost without exception, the secondary courses were higher than the elementary. Languages and music were the most expensive subjects in the curriculum, and scientific subjects requiring the use of apparatus were more expensive to the pupil than other subjects.

Tuition charges in twelve schools offering secondary instruction were as follows:

Place	Name	Date	Subjects	Tuition
1. Edwardsville	Belleville Academy	1820	Latin	\$4.00 a quarter.
2. Jacksonville	Jacksonville Seminary	1829	Classics and higher departments of science	\$16.00 per annum.
3. Vandalia	Vandalia High School	1830	Higher branches of mathematics	\$4.00 a quarter.
			Latin, Greek and French	\$4.00 a quarter.
4. Alton	Alton Seminary	1834	High School course	\$5.00 to \$10.00 a quarter.
5. Kaskaskia	Young Ladies' Seminary	1837	General course	\$24.00 per annum.
			French	\$5.00 a quarter.
			Drawing	\$5.00 a quarter.
			Harp and use	\$16.00 a quarter.
			Piano " "	\$12.00 " "
6. Springfield	School	1842	Higher branches	\$15.00 for 5 months
			Spanish and drawing	\$10.00 " " "
7. Knox County	Cherry Grove School	1843	Higher branches	\$5.00 a quarter.
			Latin and Greek	\$7.00 " "
8. Springfield	Springfield City School	1844	History, chemistry philosophy	\$3.00 a quarter
			Algebra, geometry, Intellectual and moral science	\$4.00 a quarter.
9. Paris	Edgar Academy	1846	Academy dept.	\$15 to \$25 a year.
10. Alton	Female High School	1849	Higher branches	\$4.00 a quarter.
			Latin and French	\$5.00 " "
			Piano	\$10.00 " "
11. Naperville	English and Classical School	1852	Latin and Greek	\$5.00 a quarter.
			Drawing, French	\$2.00 " "
12. Jonesboro	Jonesboro Academy	1855	Spanish and German	\$10.00 a quarter,

In boarding schools, tuition and board were frequently included in one general charge to be paid annually or semi-annually.

The length of the school year of 97 secondary institutions varied from 22 weeks to 48 weeks; the school year mentioned the greatest number of times

was 44 weeks in length. Of the 97 institutions 39 were organized on a quarter term basis. For the most part, the boarding academies and seminaries adhered to a one or two term year.

Methods of instruction employed in the schools were described by a number of teachers in the advertisements of their schools. One instructor who claims the use of the "Pestalozzian method" says:

"Oral Instruction.- A very large portion of the instruction given will be communicated by the living voice, the form of conversation or familiar lectures. But neither this method of instruction nor the use of apparatus will supersede the use of books, or release the pupils in any degree from exercising their own mental powers. The system of instruction will generally be the inductive method, on the plan of Pestalozzi. The pupils thus learn to think and reason for themselves and exercise their own judgment, and are encouraged and stimulated to persevering industry, and the most vigorous efforts to acquire a thorough and an accurate knowledge of all the branches of study to which their attention is directed."⁽¹⁾

Another teacher states that "His method of teaching is new and much approved; and his system of teaching French is such that pupils may be enabled in a very short time to speak, read and write without difficulty. He will enable his pupils in drawing to sketch from nature in one course."⁽²⁾

One school-master "proposes to give to his pupils such an education as they would receive in the best institutions of the East, embracing all those studies which are generally taught there. His method differs entirely from the one usually followed; he does not approve of committing lessons to memory for recitation, which are neither understood by the pupils nor retained by

(1) Alton Spectator, Nov. 5, 1834.

(2) Ill. State Register, Nov. 24, 1840.

their memory for any length of time. He aims at the uniform development of all the mental faculties, without, however, neglecting the acquisition of useful knowledge."⁽¹⁾

The popular Lancasterian system of instruction gained adherents in Illinois. One teacher remarks that "as soon as he can procure the necessary appendages his school will be Lancasterian."⁽²⁾

Visitors to Hillsboro Academy, reporting concerning instruction in that institution, remarked that "Grammar is taught as a thing of present daily application in talking and writing; arithmetic, algebra and the other branches of mathematics are treated as principles of science to be applied in other and different processes of calculation from those contained in a text book; philosophy is presented not as abstract theory, but as general truths illustrated by daily occurrences and operations; and in the ancient languages is laid substantially the ground work of a superstructure, which a subsequent college course may rear. Penmanship has evidently been thoroughly cultivated according to the most approved system. The compositions were strongly marked with the qualities of mind and heart, so successfully fostered in this seminary - purity, manliness and energy of thought, expressed in a chaste, vivid and forcible style. The community owe a debt of gratitude to the talented and indefatigable teachers."⁽³⁾

Not all methods of teaching, however, were entirely satisfactory. One critic of methods says: "I have witnessed efforts in education conducted on the same principle as if a builder should essay to construct a house by placing on the rafters and shingles first, and I have known teachers, too, or would-be teachers, attempt to communicate instruction to a child's mind, with a wisdom that may be well illustrated by one who in cleaving timber should strive to

(1) Jonesboro Gazette, Oct. 22, 1859.

(2) Illinois Intelligencer, Dec. 9, 1818.

(3) Ill. State Register, Nov. 2, 1838.

thrust in a wedge with the large end forward. And in cases where every means to promote activity and energy of mind should be employed, I have known quack teachers to administer opiates and somniferous doses, till the slumber of their patients was so profound that the shock of an electric battery could not awake them."⁽¹⁾

The most serious criticism to be made of methods of instruction in these schools, is that the greatest stress was placed upon memory of text-book content and repetition of the verbal knowledge so gained by the pupil, in a mechanical, routinized recitation. Furthermore, apparently no relation of the subject-matter studied by the child, to his daily life and activity, was observed. Reading was an exercise in the pronunciation of words rather than a means of acquiring useful information. One early pedagogical experimenter found that his pupils thought they were reading after they had pronounced the words of the text, but had no notion of what they had read. The same teacher gave Latin text to the same group of pupils to read, and found that the students read the foreign words rather glibly, although never having studied the language, and still believed that they were doing all that was necessary in any reading exercise. In science work, abstract rules were learned from text books, with little chance of application, or of relating the subject to life. Laboratory work and apparatus with which to carry on experimentation were provided in a very limited number of the better schools. That the knowledge gained was often superficial is illustrated by the following incident which occurred at a public examination.

"The class in botany was called up, and the pupils, after answering some general questions, were required to prove their efficiency by selecting each of them a flower out of a vase, and analyze and classify it. Things went on very well for a while. At last a young lady seemed extremely puzzled in

(1) The Daily Journal, Jan. 4, 1849.

making choice of the flower to be subjected to her analysis. She turned the beautiful bouquet over and around and over again, yet none of the flowers seemed worthy for the display of her science and skill. She became embarrassed, and finally gave it up with an imploring appeal: 'Mr.W., my flower is not here!' Horace Mann relates a somewhat similar incident that happened at an examination where he was present. After one of the young ladies had discoursed very learnedly about the animal, vegetable and mineral kingdoms, Mr. Mann asked her to which of these three kingdoms she belonged. 'To the vegetable,' was her reply."⁽¹⁾

Faculty psychology governed both the selection of subject matter taught and methods of teaching; consequently it is not surprising to find that although the pupils' "faculties" of memory, observation, reasoning and the like were supposedly well developed and trained, in the school room, such incidents as those related above actually occurred.

Schoolroom equipment and apparatus as judged by modern standards were almost uniformly poor and meager. Some of the larger academies and seminaries, and the colleges offering preparatory courses of study, were more fortunate in the matter of equipment. Mention has already been made of the fact that one teacher described his equipment as Lancasterian. Most of the schools were provided with globes, charts and maps. Several schools boasted the possession of orreries and blackboards.

Monticello Seminary was well supplied with equipment, according to the following description:

".....It may not be out of place here to remark, that through the incessant labors and untiring perseverance of the estimable Principal, the Rev. Mr. Theron Baldwin, large additions during the past few months have been made to the

(1) Alton Daily Morning Courier, Jan.29,1853.

apparatus, rendering it sufficiently extensive for all important experiments in chemistry, electricity and pneumatics. He has also succeeded in procuring a cabinet of minerals, at a cost of eight hundred dollars, comprising a collection of mineralogical specimens of eight hundred pieces; a collection of geological specimens (including numerous fossils both foreign and domestic) of eight hundred pieces; and a collection of eight hundred shells. In addition to this, the library which is made accessible to all the pupils has been extended until it now numbers nine hundred volumes and upwards."⁽¹⁾ It is also reported that Monticello had a gymnasium and equipment for physical training.

A "Ladies' School" in Winchester, Illinois, 1843, possessed geographical and astronomical apparatus. Chemical and physical equipment is mentioned in the advertisement of the Vandalia Academy and Free School (Vandalia), 1837. And Hillsborough Academy at ^{Hillsboro} Vandalia, in 1837, possessed a variety of materials used in teaching. The advertisement of the school states, "A variety of excellent apparatus, embracing Globes, an Orrery, Magic Lantern, Air Pump, a splendid electrical machine, etc., is provided for facilitating the study of the Natural Sciences."⁽²⁾

Other schools beside Monticello possessed libraries. Rock Spring Theological and High School possessed a library of 1000 volumes accessible to students of secondary subjects.

School houses showed improvement in design, comfort and equipment from decade to decade throughout the period. One writer who comments upon the school buildings, says:

"The old log houses and old benches without rest for the back have been cast aside and superseded by houses well adapted and well furnished

(1) Alton Telegraph, Feb. 25, 1843.

(2) Illinois State Register, Vandalia, Sept. 29, 1837.

for the use of schools. Many of these houses are commodious and elegant; all of them comfortably furnished, with good fire-places or stoves, and well lighted or ventilated. In fact, our school houses, formerly a reproach and shame to any people, are now a credit to those who have their superintendence - a place likely to be looked to with pleasure by the scholars."⁽¹⁾

That proper discipline and school government were matters requiring particular attention, especially in the boarding schools, was evinced by the prominence given to the topic in connection with many reports of these schools. Discipline maintained at Alton Seminary, 1833, is described as follows:

"Government. - Good and wholesome discipline must at all times be maintained in the seminary; but the government will be mild, paternal and kind; calculated to win the affections and through them reach the heart, and control the will; and thus secure a ready and cheerful obedience. The teachers will endeavor by moral suasion, the force of their own example, and the power of Bible truth, to induce their pupils to choose voluntarily an honorable and upright course of conduct. And in this they feel confident, that by the blessing of Heaven, they shall in general succeed; provided that parents and others unite their influence with theirs, and are ever watchful and careful that they in no way lessen the teacher's influence over their pupils."⁽²⁾

At Monticello, discipline and order were maintained in the following manner: "The order and discipline of the institution are especially committed to the Governess who has leisure to investigate thoroughly all cases of delinquency, and at stated times before the whole school to develop and enforce those great principles which lie at the foundation of correct habits and good morals, and constitute the basis of all valuable characters."⁽³⁾

(1) Jonesboro Gazette, Feb. 12, 1859.

(2) Alton Spectator, April 9, 1833.

(3) Alton Telegraph and Democratic Review, Aug. 27, 1842.

In another girls' school, discipline was maintained by the awarding of premiums to meritorious scholars. "To promote emulation among the pupils, there will be silver medals distributed at the end of each week, to those who deserve them for application or good conduct, and justifiable premiums will be awarded at the end of the six months to those who succeed best in their studies. Attention will be paid to the conduct, deportment and morals of the children while at school, and no child will be kept who will not obey the rules."⁽¹⁾

Mr. Cross, a teacher who maintained a school in Kaskaskia in 1818, states in the advertisement of the school, that he "will endeavor to instill into the minds of his scholars the vital importance of sound moral principle, and correct manners, which he will elucidate by a regular course of lectures every Saturday morning."⁽²⁾

The educational ideals which were early formulated in support of educational institutions in Illinois have been stated. Several specific ideals and aims of education determined and directed courses of study and methods of instruction. The aim of education in one school is stated in the following words:

"Great Object of Education.- In all the instruction, discipline, and management of the seminary, the great object of education will be kept full in view. This should ever be to bring all the powers and faculties of our natures to the highest perfection of which they are capable - to fit the pupils to perform justly, skilfully, and magnanimously, all the duties of every station in life, both public and private, to secure to them the greatest possible happiness, taking in the whole life, to elevate their minds from the degradation of ignorance and sin, to the knowledge, love and favor of God, and to qualify them for

(1) Illinois Daily Journal, August 4, 1849.

(2) Illinois Intelligencer, Dec. 9, 1818.

the eternal enjoyment of heaven."⁽¹⁾

One institution aimed to prepare young men for "the business of active life", for college, and for teaching. The advertisement of the school states: "This institution is opened for the instruction of young gentlemen, the method of instruction is designed to be thorough and practical; such as will qualify the student for entrance into college, or for the duties and business of active life.

Young men desirous to prepare for the employment of teaching will find Springfield Academy well adapted to promote their success in that honorable and useful calling."⁽²⁾

The objects in founding one academy are stated in a report of the institution as two: "One of the results which the association expect from this accomplishment of their object in providing a good schoolhouse, is that by obtaining for it teachers of high character and qualifications, children who are designed for college may be well prepared, and those for whom an English education only is designed may receive it at home and the necessity which has heretofore existed of sending them to other places may be obviated."⁽³⁾

In Naperville Academy, 1853, "The system of instruction pursued here is designed to meet the wants of the pupil, whether preparing for common business, or for a more extended course of Collegiate or professional studies. The object kept in view is to form exact and analytical habits of mind, as well as to increase the amount of attainments. Development rather than mere acquirement, is regarded as the end of instruction. No pains will be spared to furnish all those aids to the intellect and the heart, which assist in forming

(1) Alton Spectator, April 9, 1833.

(2) Illinois State Register, Sept. 5, 1845.

(3) Illinois State Register, Sept. 18, 1840.

a well regulated, moral, social and intellectual character."⁽¹⁾

The aims of instruction in the Edwardsville Female Academy were three: intellectual, and moral culture, and training in manners. It is stated in the advertisement of the school that "In the department of intellectual education, the acquisition of knowledge though considered highly important, is held subordinate to mental discipline, and every effort is made to train the mind to habits of thought and develop its various faculties.

In regard to moral culture, the endeavor is made to lead the pupils to feel that they are not to live solely for themselves, but are under obligations to do something to promote the happiness of all around them, and also to place before them a high standard of moral excellence, and awaken a desire to obtain it. In this the Bible is used as a guide.

In respect to manners, no definite rules are laid down, the aim being simply to form a correct taste, and a nice sense of propriety, which it is believed will effect more than direct precepts."⁽²⁾

The aims of instruction may be summarized as follows: 1. Intellectual culture. 2. Moral training. 3. Preparation for general duties and business of life. 4. Preparation for college. 5. Preparation for the teaching profession.

Formal requirements for admission to the secondary schools were seldom made before 1855, when the gradation of schools and classification of scholars became obligatory, and requirements for admission from elementary to higher instruction became necessary. However, before this date, pupils in schools which maintained separate, graded departments, and distinct preparatory courses, were required to pursue the departments in order of difficulty and to finish the elementary courses before he attempted the more advanced ones.

(1) DuPage County Observer, Aug. 24, 1855.

(2) Illinois Advocate, Dec. 14, 1833

In Mr. Cross' advertisement of a school he states: "Scholars who shall have graduated in these (elementary) branches of tuition will be instructed in the rudiments of History, Geography, Natural Philosophy and mathematics."⁽¹⁾

Springfield Academy, in 1840, admitted no students who were unable to read.

Monticello admitted no pupils under 14 years of age to the Seminary proper and none who were not qualified to pursue the subjects taught. A preparatory department housed in a separate building provided instruction for those who were not qualified to take the advanced work.

A select school taught in Alton, 1844, admitted no pupils under ten years of age. Jubilee College, on the other hand, admitted no pupils over 14 years of age unless they came with excellent recommendations as to character.

Springfield Central Academy admitted none but "real students."

A Seminary for young ladies in Springfield, 1845, offered no studies below high school grade and did not admit pupils not properly qualified to undertake the study of those subjects.

Pupils wishing to enter the Chicago High School, 1859, were examined in reading, writing, spelling, arithmetic, history, grammar and geography and the same examination was required of pupils who were candidates for admission to Springfield High School in 1859.

In 1849, one writer urged upon the city of Springfield the necessity of a system of graded schools in which pupils were promoted according to their attainments. Concerning the secondary schools he says: "If we then be provided with one male and one female academy for the whole city we should have a complete course of instruction fitted to the wants of this place. Into these academies no pupils should be received who are not thoroughly versed in all the branches

(1) The Illinois Intelligencer, Dec. 9, 1818.

taught in the common schools; and not only should pupils be advanced from the primary to the common school, and from the common school to the academy strictly according to their attainments, but each of these departments should be divided into a suitable number of established classes, from one to the other of which pupils should be advanced upon the same principles, as from one grade of schools to another. And in order to guard against any partiality of teachers in this matter, and against the diversity of judgment of different teachers, there should be a Board of Inspectors to attend the examination of classes at stated periods, and who, with the teachers, should decide upon the promotion of the pupils. A system of schools thus arranged and judiciously carried out would afford stronger stimulus to the minds of the scholars by its natural operation, than can be produced by all the efforts of the teachers and parents combined in the course hitherto pursued. And it is believed that no system combines so great economy with so valuable results as this."⁽¹⁾

The question may be asked, to what extent did sectarianism dominate the secondary schools? Of the 97 institutions of which special study was made only 11 give any clue in their advertisements or reports to the religious sect by which they were established, or to sectarian teaching in the institution. The reason that so many schools were not sectarian was no doubt due to the fact that in the early part of the period the legislature was opposed to the granting of charters to sectarian schools, and in several instances withheld charters from them. Three academies were chartered in 1819 with the restriction that no discrimination was ever to be made against pupils on account of religious opinion.

Religious instruction was included in the curricula of many institutions and the Bible was freely used as a text-book. Religious instruction, however, was given to aid in the development of moral character, rather than to strengthen the influence of any particular sect.

(1) Illinois Daily Journal, April 28, 1849.

Chapter V

Special Institutions.

In addition to the elementary and secondary institutions which have been described in the preceding chapters, other educational agencies provided instruction in a number of studies. One important agency was the evening school; another the commercial or business school; and still others were the numerous private classes conducted by teachers in such subjects as writing and languages, art and music.

One evening school in which a broad range of subject matter was taught was advertised as follows:

"The subscriber will, from the first of November, be prepared to devote some hours in the evening to the instruction of young men in book-keeping, Commercial arithmetic, Mechanical arithmetic, Algebra, Geometry, Chemistry, or any other of the natural sciences; also in German, French, Spanish, Latin, etc.

He will also instruct in Music on the Piano and Melodeon, and provide a first class Piano for practicing, if the number of scholars is sufficiently large."⁽¹⁾

Another night school in which girls as well as boys were taught is described in the following manner:

"Night School.- Mr. J. H. Samson, than whom none better qualified to teach can be found, has opened a night school in the district school house in Jonesboro, for the instruction of our youths and maidens, in Arithmetic, Algebra, Geometry, etc. This affords a rare chance for those who cannot attend the day school to acquire a thorough and practical knowledge of the most essential and useful branches of education, from a thoroughly competent teacher. His terms we

(1) Jonesboro Gazette, Oct. 22, 1859.

learn are moderate, and we advise all those that can to join his class, as the winter evenings are long and cannot be more profitably spent, and such an opportunity will not soon occur again."⁽¹⁾

Writing, arithmetic and French were subjects taught in an evening school in Springfield. "The subscriber will open at his school room on Jefferson Street, classes affording instruction in the above branches, on Monday evening the 27th of April, 1846.

The evenings of Monday, Wednesday and Friday will be devoted to the French language. Tuesday, Thursday and Saturday to writing and arithmetic.

The term will last for twelve weeks, giving each pupil 36 lessons in the French language, and 36 lessons in writing and arithmetic. The time to be occupied in study will be three hours each evening, from half-past six o'clock, until half-past nine o'clock. The charge for instruction will be \$3, in either class; but should a pupil wish to attend every evening the charge will be five dollars for the whole."⁽²⁾

A class in book-keeping and penmanship was taught at Anna in 1859. The class was both a day and evening school according to the advertisement, which states that,

"The present class in Book-Keeping, under instruction of J.M. Gunn, at Anna, having about terminated the course, a new class will be immediately organized.

Classes in Penmanship will also be at once formed for the benefit of both sexes.

The course in Book Keeping consists in imparting a thorough practical knowledge of the science both of Single and Double Entry, from the opening to the closing and balancing of a complete set of Books.

(1) Jonesboro Gazette, Jan. 15, 1859.

(2) Illinois State Register, April 24, 1846.

The writing course will consist of twelve lessons, intended and arranged so as to develop, in gentlemen, a rapid business-like hand; and in ladies a graceful running hand.

Hours for Instruction in Penmanship.

Ladies and Misses, from 3 o'clock to 5 P.M.

Gentlemen and boys, from 9 o'clock to 11 A.M.

And in evening for both sexes, from 8 to 10.

Terms, \$2.00.

Book-keeping will be taught during the morning and evening hours, at option of the pupils. Terms, \$5.00. "(1)

A writing school for young ladies was conducted at Alton, 1843. The instructor, "Mr. Dain respectfully informs the citizens of Alton and Vicinity that he will commence a course of lessons on Monday, May 1st, for the improvement of young ladies in the art of penmanship. From past experience and success he has no hesitancy in promising good satisfaction to all who may patronize him. Lessons will be given at the houses of those who wish it. Terms low to suit the times."(2)

Classes in French and Spanish were conducted by a teacher who claimed Paris, France, as his home. In his advertisement, the teacher, "Alfrede De Labarthe, Professor from Paris, Respectfully announces to the ladies and Gentlemen of Springfield and to those who would avail themselves of the opportunity of acquiring the above languages, that his class will be open throughout the year.

He guarantees to those who may study under his tuition, a good and sound instruction, which is indispensable for the knowledge of speaking fluently, correctly, etc.

My style of teaching has been amply tested for the last sixteen years

(1) Jonesboro Gazette, July 21, 1859.

(2) Alton Telegraph, April 29, 1843.

in the cities of New York, Philadelphia, Mobile and New Orleans and practically demonstrated to be the only plan by which the necessary knowledge of a living language with all its requisites can be successfully acquired."⁽¹⁾

The evening schools which enabled individuals to obtain the rudiments of knowledge in which they were deficient, and the commercial schools which prepared students directly for a vocation, had no doubt much practical value and were necessary and valuable institutions. The private classes in penmanship (of an ornamental nature), the languages and music were doubtless patronized only by the well-to-do who desired to gain a certain polish, culture and social prestige from such study. Cultural rather than practical value was obtained through such agencies.

(1) Illinois State Register, Sept. 6, 1849.

Chapter VI

Text-books.

The text-books constituted the pupils' chief source of information in the school-room throughout the period. The pupil, in his studies, had little contact with nature and seldom performed experiments of a scientific character. The text-book, rather than the teacher, supplied the knowledge and instruction gained in the school. Few teachers were competent to teach without the text constantly at hand, and this fact alone may have contributed much to the important position held by the text-book.

A comprehensive exposition of early text-books and their use is given by Willard in his "History of Early Education in Illinois." The account states:

"The text-books of the early times were few and costly. Webster's Spelling book, in blue covers of paste board or wood was the first and chief book..... Dildworth's spelling book is occasionally mentioned; but Webster held the ground almost entirely and must rank as the greatest educator among our authors. The alphabet was sometimes taught to the youngest pupils from letters pasted on a board. Books were so difficult to obtain that we read of a school in De Witt, in 1835, where there were three spelling books for 30 pupils. The 'Pleasant Companion', the 'New Testament' and Murray's 'English Reader'..... were the principal text-books for reading. The 'Columbian Orator' shared their popularity. Not until about 1830 did Pierpont's 'Readers' come in gradually. Books of history and biography were used sometimes, especially Weem's 'Life of Marion' and 'Life of Washington.' Geography was rare; Morse was the author of best repute. Grammar was equally rare. Murray was the text-book.....

Arithmetic held high rank in the schools; and skill in operation was much prized. The text-book was almost always that of Nicholas Pike. About 1840 the works of Smiley and R.C.Smith began to come into competition with Pike, which was in its time an excellent book."⁽¹⁾

The following is a list of books required in the Young Ladies' Academy of the Visitation, Kaskaskia, 1837:

"English,--Webster's Dictionary and Murray's Grammar and exercises; Worcester's Geography and Atlas; Grimshaw's History of the United States, of England, etc., with keys and questions to the same; Pike's Arithmetic; Polite Learning; Tooke's Pantheon; Jamieson's Rhetoric; Blake's Chemistry and Philosophy; Irving's Astronomy, Irving's Roman, Grecian and Jewish antiquities; Tenning on the Globes, and Worcester's Historical Atlas.

French - Rugent's Dictionary; Levizac's Grammar; Perrin's Dialogues; Wanoostrochl's Recueil Choisi and Le Brun's Telemachus."⁽²⁾

A series of texts known as Cobb's School Books were widely advertised and quite generally adopted. One advertisement in which the books were recommended states that "A portion of the series (which had been examined) we learn have been endorsed at Illinois College, and by teachers at Jacksonville generally. They have been introduced into the preparatory department of Hillsboro college, and its president recommends their introduction into the common schools of the state. They have also been adopted at Lebanon, and recommended at McKendree College. Throughout the state wherever examined, they have been adopted with scarcely an exception. Seventy-one schools in Morgan alone have formally adopted them at meetings held in almost every district. The demonstrations in their favor would warrant the opinion that they are destined to be the great school

(1) Willard, S. History of Early Education in Illinois, Ill. School Report, 1883-84, p. CV.

(2) Illinois State Register, Nov. 24, 1837.

books of the west."⁽¹⁾

Many text-books enjoyed but brief periods of popularity, and it is not to be doubted that many were of inferior quality. The editor of one newspaper states that "The Chicago Journal expresses our ideas exactly when it says, "We have a horror of school books - New Grammars, new Geographies and new Arithmetics.

Twenty-five per cent are outright humbugs; fifty, miserable plagiarisms; ten per cent 'so so'; five, fair; five, above mediocrity, and the remainder, a 'righteous few', being above five in every hundred, are excellent."⁽²⁾

The content of Woodbridge's "Geography and Atlas" and the way in which the pupil was to "learn" geography are disclosed in the following description of the book.

"We have not lately seen a school book which appeared to us so well adapted to the purpose of conveying the rudiments of geographical knowledge, as "Woodbridge's Geography and Atlas"- recently introduced into the school at this place. The Geography is a small volume, containing very brief, and were it alone, very imperfect notices of the several countries of the world; and questions which are to be answered by reference to the "Atlas." It is this which gives the work in our opinion, its great value. Verbal descriptions afford, at best, but indistinct notions of the form and relative situation of countries. But when the eye is the medium of communication, the learner acquires definite ideas, which are impressed with due force on his memory. We think a class of tyros would find it a delightful exercise to trace on the maps the sources of rivers, the boundaries of states and empires, or the situation of cities; and that great emulation might be excited by a judicious teacher, the object of which would be to give the readiest and clearest answers to the questions proposed. There is no quackery - no patent machinery in the work. It communicates the knowledge of historical facts in the usual mode by narrative; and it shows the forms and

(1) Illinois State Register, Oct. 3, 1850.

(2) Du Page County Observer, July 28, 1852.

boundaries of countries at once to the eye by maps; and to these maps the pupil is referred, as the only place where he can find solutions to the queries put to him in the lessons of the day. Besides seven colored maps, executed we think better than ordinary school maps, the Atlas contains a chart of the world, in which the moral, political and intellectual condition of its various parts is compendiously shown by means of a few simple and obvious devices. In our view this would add materially to the value of the book. The cost of the book, including the Atlas of 8 maps, is \$1.37½."⁽¹⁾

The wide diversity and lack of uniformity in the kinds of text-books used are well illustrated by the report of the superintendent of schools in Pike County to the ex-officio State Superintendent in 1850. Concerning the variety of text-books in use in the county he states: "Spelling books, 4; readers, 13 (including history of Kentucky, Testaments and Bibles); arithmetics, 9; geographies, 4; grammars, 5; histories of United States, 8; ancient histories, 3; philosophies, 4; chemistryes, 3; algebras, 4 and dictionaries, 3."⁽²⁾

Lack of uniformity in text-books was in part due to the expense involved in discarding all old text-books and replacing them with new and uniform books, and also due to the fact that each teacher had favorite texts and declined to adopt books in conformity with those of other teachers in the same school district or community.

An attempt was made in an education convention held in Springfield, 1845, to bring about uniformity of text-books throughout the state. In this connection it was

"Resolved, that a committee of five competent, practical teachers be appointed to make a selection of good and suitable school books upon the different branches of learning named in the present school law, to be submitted to the

(1) Edwardsville Spectator, March 25, 1846

(2) Pillsbury, W.H., Early Education in Illinois, State Superintendent's Report, p. CLXIX.

Secretary of State, for general use in the common schools of Illinois; and that said committee accompany their selections with a brief statement of the reasons for their recommendations.

It is proper here to remark that the subject of text-books occupied a very large share of the discussions of the convention during the whole of its sittings; and that the above disposition of the matter was not finally settled till near the close of its deliberations. It was felt that a desirable uniformity of good and suitable texts must be accompanied by slow progress and not without considerable difficulty."⁽¹⁾

In his report for 1856, the State Superintendent recommended the following texts:

"Sander's Pictorial Primer.

" Speller and Definer.

" New series of readers.

Davies' Intellectual Arithmetic.

" School Arithmetic.

Clark's New English Grammar and Chart.

Cutler's Anatomy, Physiology and Hygiene.

" First Book of " " "

Mrs. Cutler's Human and Comparative Hygiene.

Cutler's Anatomical Plates.

Marcus Wilson's entire series of Histories.

Smith's History of Greece.

Parker's Juvenile Philosophy, 1st Part.

" " " 2nd "

" " " 3rd "

(1) Illinois State Register, May 30, 1845.

Parker's Compendium.

Olmsted's School Astronomy.

" College Philosophy.

" " Astronomy.

Upham's Mental Philosophy.

Davies' Elementary Geometry.

Loomis' Geometry for Colleges.

M'Elligott's Analytical Manual.

" Young Analyzer.

Davies' Primary tables.

" University Arithmetic.

Monteith's Geography.

Mitchell's Intermediate Geography.

" Higher geography and Atlas.

Davies' Practical Arithmetic.

" Logic of Mathematics.

" Descriptive geometry for Colleges.

Loomis' Trigonometry and Logarithms.

" Analytical geometry and Calculus.

Shurtleff's Governmental Instructor.

Day's Rhetoric.

Fulton and Eastman's Book-keeping.

" " " Writing Books.

Preston's Book-keeping for Colleges.

Pelton's Outline Maps with keys.

Quackenboss First Lessons in Composition.
 Hitchcock's Geology.
 Youman's Chemistry and chart.
 Draper's Chemistry for Colleges.
 Willson's Chart of American History.
 Northend's Dictation Exercises.
 Chambers' Introduction to the Sciences.
 Sanders' Elementary and Elocutionary Chart."⁽¹⁾

This list contains few of the older and more popular text-books, and its adoption in any school meant the discarding of most of the books then in use.

It had been provided by law in 1854 that the State Superintendent of Public Instruction "shall recommend the most approved text-books, maps, charts and apparatus, and shall require uniformity in the use of the same, as well as in the manner of conducting schools throughout the state...."⁽²⁾ In 1857, however, the legislature struck out this clause, and compulsory, state-wide uniformity of text-books was not obtained until after the close of the period. Local efforts in this direction, notwithstanding the laissez faire policy of the state as a whole, continued to be made. One educational leader in 1859 presented through the press, the disadvantages of lack of uniformity in text-books, and he suggested that "some time be agreed on, the School commissioner taking the lead and giving the notice, to hold a County Convention of all the school officers and teachers, for the purpose of agreeing upon the kind of books to be used in all the free schools of the county. Take the books recommended by the State Superintendent, if you please; or whatever kind is taken let them be exclusively used.

(1) Report of State Supt. of Pub. Inst., 1885-6, p.144.

(2) State Supt. Report, 1855-56, p.23.

This we consider of great importance. It relieves the teacher from the embarrassment of different kinds of books, which compel him to hear a great number of scholars recite separately, causing an unnecessary consumption of time, and preventing what should be found in every well organized school - a complete classification of scholars, so as to instruct the largest number in the shortest practicable time. By uniformity in books, twenty-five per cent will be saved to the county in the purchase of them. Every person bringing school books for sale knows exactly what kind will sell, and does not buy at random, as at present, attempting to supply the demand, but wholly dependent upon the fancy of teachers, thereby being compelled to impose a larger percentage of books than can be afforded when the sale is certain. Then the directors, in contracting with teachers, the kind of books to be used would be a fixed fact, and parents and guardians not subjected to the expense attending every teacher's notion as to what books are best to be used in schools....."(1)

The admonitions of the article just quoted were heeded and a convention was held several months after the publication of the exhortation.

"The object of the meeting was to discuss the merits of the best school books now in use, and to fix upon or adopt, for future use in the schools of Union County, a fixed and uniform list of text-books, and thereby enable teachers to classify their pupils in the various studies pursued in our public schools."(2)

The text-books adopted at this meeting were:

McGuffey's Speller (Last Edition)

Webster's School Dictionary

McGuffey's Series of Readers (Last Edition)

Ray's Arithmetics, Parts second and third

(1) The Jonesboro Gazette, Jan. 15, 1859.

(2) The Jonesboro Gazette, April 9, 1859.

Mitchell's Series of Geographies

Pinneo's Grammars, Primary and Analytical

Willard's History of the United States.

Of the books in this list Mitchell's Geographies only are among those recommended by the State Superintendent in 1856.

Chapter VII

Teachers.

In the organization, administration and conduct of schools, the teacher in the early institutions, played an important part. When a teacher organized his own school, as was frequently the case, he was entirely responsible for its success; if he was hired by the town or community to conduct the school, he still retained much authority and independence in regard to matters relating to the school. Before 1855, the classification and promotion of scholars, decision as to the number and character of the studies to be taught, in many cases the fixing of the amount of tuition to be paid by each scholar, were all matters which were initiated by the teacher.

The earliest institutions were one-teacher schools and were organized or "got up" by the teacher himself. This method has been described by one writer who says:

"Generally the school was got up by the teacher himself. He would go around among the people with a subscription paper, which was in effect a contract between himself and his subscribers, stating length of school term, rate of compensation, place, etc. Generally the teacher was to "board round", or live with his patrons in turn."⁽¹⁾

The notice of a teacher who desired to organize a school in this way, is illustrative of the method used to gain patronage.

"Mr. John S. Williams is now at Lick Creek delivering a course of lectures on English grammar. We have received a large number of certificates,

(1) Willard, S., Early Educ. in Illinois, State Supt. Report, 1883-84, p. CIV.

setting forth his literary acquirements, and his peculiar qualifications as a teacher of English grammar. We have been requested to publish these certificates but the number of signatures attached to them renders it impossible for us to comply with the request. From our knowledge of the gentlemen that endorse the pretensions of Mr. W., we doubt not that his claims to the public patronage are worthy of consideration. He will in a few days, endeavor to get up a class in this city."⁽¹⁾

In a preceding chapter a description of circuit schools, common in the first decades of the period, was given. Opportunities for circuit teachers and requisite qualifications are indicated in the following comment.

"There is room for much encouragement to the friends of common education in Illinois. The Illinois Patriot, the Gazette, and the Pioneer and the Western Baptist, are ably advocating the cause; and a late number of the latter paper gives notice that a number of well qualified circuit teachers can find employ in that state by making application as there directed. We are glad to find that among the qualifications recommended, are aptness to teach, conciliatory manners and good moral character."⁽²⁾

Well qualified and experienced teachers were the exception rather than the rule for reasons which contributed generally to the slow progress of the schools and indifference toward education. The comment was made that "There is one evil that exists that is not yet provided for and that is the lamentable want of suitable and well qualified teachers,- an evil that is felt in every part of the country, and particularly in the west. It is well known, that in many of our towns and settlements, the people are obliged to depend on the 'wandering ones' of other states, and such transient persons as may happen 'to come along,' to teach their schools. So long as this is the case, it is impossible

(1) Ill.State Register, Oct. 8, 1847.

(2) Annals of Education, Vol.4, 1834, p.243.

that the schools should be in a flourishing condition. Whatever the system may be, without good teachers there cannot be good schools."⁽¹⁾

Concerning the standard of qualifications of the early teachers, Willard says:

"The standard of qualification could not be high. One county historian naively says, 'A few scholars came into the country in 1840 who understood grammar and arithmetic.' Everywhere the ability to read, to write and to 'cipher to the single rule of three' was ample qualification."⁽²⁾

And another comment upon the same subject is to the effect that: "Then, (20 years ago) in securing the services of a teacher, the amount of wages demanded by the applicant, without particular reference to moral character or mental ability too often determined the choice, and the spirit that reigned predominant in the school was sometimes more alcoholic than scientific; now, the necessary moral and intellectual qualifications of the teacher are prescribed by law."⁽³⁾

The clue to the poor-qualifications situation is indicated by the following statement. "There are few opinions in the community so strong as the low estimation of the requisite qualifications of a school teacher. It is nearly the only occupation for which no peculiar information or instruction is deemed necessary, and into which any one may enter at any time when he has nothing else to do - whatever may have been his previous occupation or habits."⁽⁴⁾

In the detailed study made of 97 secondary institutions the following qualifications were noted:

(1) Annals of Educ., Vol. 5, 1835.

Report of a committee to the Illinois Legislature.

(2) Willard, S., Early Educ. in Ill., Ill. School Report, 1883-4, p. CIII.

(3) Jonesboro Gazette, April 9, 1859

(4) Illinois Daily Journal, Dec. 22, 1848.

<u>Qualification</u>	<u>No. of times mentioned.</u>
Experience	23
College graduate (with degree)	10
Good morals and high character	7
Competency and ability to teach	5
Well-qualified (without designation)	4
Previous success	3
Minister	3
Literary attainment	2
Devoted	2
A student	2
Skilful	2
Diligent	2
Good reputation	2
Amiable	1
Attentive	1
Energy	1
Perseverance	1
Patience	1
Gentleness	1
A gentleman	1
Efficient	1
Practical	1

Several teachers who were strangers with no established reputation, or credentials of former success, designated a willingness to take an examination from patrons, in order to prove the possession of qualifications which would enable them to teach. In detailed data concerning elementary schools, teachers' qualifications generally resolve themselves into "attention to duty", "good disciplinarian", and "good reputation".

A summary of the duties which the school teacher should perform is contained in the following extract: "What is a common school worth that is not well attended by the scholars, and in which the teacher has no interest except that of making out his number of days? It is worth nothing. We go to school with the expectation of learning something about the sciences, and also, something in the way of politeness. But it is not infrequently the case that our teachers keep out their time and leave us, without ever saying a single word about the attitudes in which we should sit or stand when we are at church or in genteel company.

The common school is the place where the character of every individual must be formed who attends them. Hence, then, I conclude that it is the duty of a school teacher, not only to keep good order and regular hours, but also to illustrate in the simplest manner the various branches he is teaching, and also, to instruct his school at large in the rudiments of politeness and gentility. If this were regularly done, and strictly followed by all our school teachers, does it not appear reasonable and very profitable that when persons arrive at the years of maturity, and commence the business of life for themselves, that they would be better qualified than young people generally are? I think that to this question, all who are free from prejudice and sectarian bigotry, will, with one voice, answer they would."⁽¹⁾

Teachers, whose remuneration consisted of tuition fees and a share of the state school fund, usually made only a scant livelihood. Fees were small and hard to collect, though generally "required in advance." And the amount of tuition fees received depended upon the number of pupils the teacher was able to attract, and the constancy of their attendance. Teachers who were hired by school trustees or by a community board received a fixed salary for the term or year, and were not subject to the fluctuations in salary due to transient scholars, and were relieved of the necessity of collecting their fees. Both fees and salaries were paid, at times, in produce. One board of trustees "Employed Barton Randle to teach a school at Ebenezer for the term of three months from and after the 28th of September, 1825, at the rate of \$15 per month, one half of which shall be paid in cash and the other half in good merchantable produce at each price."⁽²⁾

An individual who advocated the opening of a school at every court

(1) Alton Telegraph and Democratic Review, April 6, 1849.

(2) Edwardsville Spectator, Sept. 24, 1825.

house in the state in 1820, suggests concerning the pay of the teacher to be hired in each instance, that "According to the prices of produce, and scarcity of money, and the low prices of property, it is probable that competent teachers may be had at two hundred and fifty dollars a year, paid punctually at the end of each quarter, which is worth as much as double the sum would have been four years ago. A prudent gentleman would prefer taking his board at a genteel farmer's in the vicinity of the town, where he could have it at fifty dollars a year, which would leave a neat compensation of two hundred dollars, which in my opinion is as much as some professional gentlemen now obtain in these 'hard times'".⁽¹⁾ In the latter part of the period, the teaching profession did not receive as high remuneration as other professions. In fact, it is stated by one authority that "the low standard in education attained by the present adult, and we fear by the coming generation, is ascribable mainly to the fact that school keeping was, and is, the least remunerative of all professions and pursuits, and hence those who followed it generally were not those who had been educated in reference to it, or qualified to discharge its duty, but the last shift of those who had failed in everything else, and only taken up when worst came to worst. Being ill-qualified mentally and physically for the duties they had to perform, they were but poorly paid..... So it resolves itself at last into this, that parents do not think that great natural endowments and high intellectual attainments are necessary in the educators of their children, or at best not worth the money they will cost. Consequently, the learned and the gifted are driven to more lucrative and more respected professions."⁽²⁾

Teachers not infrequently eked out a livelihood by employing themselves in other professions and occupations. Mr. Cross, a teacher in Kaskaskia in 1818,

(1) Edwardsville Spectator, Dec. 26, 1820.

(2) Alton Daily Morning Courier, Jan. 28, 1853.

gave exhibitions of elocution for which he received money and probably no little advertisement. A notice of his entertainment reads:

"Mr. C.(ross) will, this evening in the Representative Chamber, give various specimens of Elocution, instructive and amusing, original and selected. Tickets to be had at Burr and Christy's Hotel...."(1)

The versatility of another teacher who was engaged in several occupations besides teaching is disclosed in the following advertisement:

"Under the direction of Franzesco Ciolina, Doctor of Medicine and Philosophy, and Minister of the German Christian Churches at Highland, Edwardsville, and Alton, a school has been established at Alton..... Private instruction will be given if required in the Latin, French, Greek and Italian languages, Natural Philosophy; and also in Music on Pianoforte and guitar, with singing, drafting and painting. Young men who intend to study Medicine or surgery, can have the most thorough instruction.

Patients, who are troubled with any difficult or chronic complaints, and have tried other physicians without success, may be relieved by boarding with the subscriber - who will attend to all such cases with particular care."(2)

Teachers' salaries increased throughout the last decade of the period as shown by monthly salaries of teachers, given in the State Superintendent's Annual reports for the years 1851, 1854 and 1858.

	1851	1854	1858
Average Monthly Salary for men	\$19.10	\$25.00	29.66
Average Monthly Salary for women	10.58	12.00	19.48

Improvement in the quality of teachers and increase in their number, were the result of several agencies, among them a scheme developed by Governor Slade of Vermont, to increase the number and efficiency of teachers, the development of normal courses in secondary schools, the efforts of the Ladies' Associa-

(1) Ill. Intelligencer, Dec. 9, 1818.

(2) Alton Telegraph, Sept. 9, 1843.

tion for the Education of Females, and the work of education societies and teachers' institutes.

The work of the Board of National Popular Education, headed by Governor Slade was summarized as follows:

".....Through appropriate agencies it explores the west; for the raising up of schools and making arrangements for the reception and competent support of female teachers; while it receives application for supplies, invites such teachers from the east, collects companies of them, semi-annually at Hartford, Connecticut, where it carries them through a six weeks special training a sort of teachers' institute - and thence under proper escort, send them to the place provided."⁽¹⁾ Of one hundred and fifty-two teachers sent out in three years, 42 filled positions in Illinois.⁽²⁾

A number of secondary schools offered Normal courses in the latter part of the period. Notable examples are Hillsborough Seminary, 1845; Mount Palatine Academy, 1850 and Naperville Academy, 1852.

The Ladies' Association for the Education of Females organized in 1833 had for its major purpose the supplying of teachers to the common schools.⁽³⁾ The expenses of gaining an education were paid by this society to girls who wished to prepare for teaching. Large numbers of potential teachers were aided and the influence on the schools was beneficial.

A county meeting of teachers was held in Sangamon County as early as 1836, and in the same year the Illinois Teachers' Association was organized at Jacksonville. After 1845, teachers' institutes and educational societies became numerous and proved to be valuable agencies for the instruction and improvement of teachers. The names of several institutes and societies were: The Franklin

(1) Illinois Daily Journal, Dec.4,1848.

(2) Illinois State Register, March 7,1850.

(3) Pillsbury, W.L.,State Supt. Report, 1885-86, p.CXII.

Association of Common School Teachers, Jersey County Association of Teachers, Illinois State Teachers' Association, Peoria Teachers' Institute, Sangamon Teachers' Association, North Sangamon Teachers' Institute, Macoupin County Education Society, and Jonesboro Teachers' Meeting. Teachers and the "friends of Education" were urged to be present at these meetings, to bring reports of their respective schools, to prepare essays on subjects relative to the teaching profession, and to take part in the debates and discussions of the societies. The notice of Williamsville teachers' meeting states that

"A. Bronson will read an essay on Female Education. S. H. Wilber will exhibit his method of teaching penmanship and geography. C. Fresby will give his method of teaching arithmetic. J. Fairchilds will give his method of teaching arithmetic. E. O. Malory will read an essay, or deliver an address, on the History of the United States as a subject of free school study. J. Beckwith will deliver a lecture illustrating his system of teaching English grammar. Mr. Potter will show his method of making good spellers."⁽¹⁾

The school law of 1855 excluded from positions in the schools all teachers who could not present certificates of ability to teach as provided for in the law. The sections of the law providing for the certification of teachers are the following:

Boards of Examiners - The examination and qualification of teachers.

Sec. 54. The school commissioner shall, by himself, or any two members of the board of examiners, shall examine all persons proposing to teach a common school in the county, in relation to his or her moral character, and touching his or her qualifications to teach orthography, reading in English, penmanship, arithmetic, English Grammar, modern geography, and the history of the United States; and if he or they shall be satisfied that such person sustains a good

(1) Illinois State Journal, Dec. 1, 1858.

moral character, and is qualified perfectly to teach all the aforesaid branches, he or they shall give such person a certificate of qualification; which certificate shall be good and valid in said county for two years from the date thereof, and said certificate may be renewed, at its expiration, by indorsement thereon by the said commissioner, or any two of the board of examiners.....

Teachers - Their duties.

Sec. No teacher shall be entitled to any portion of the common school or township fund, or be employed to teach any school under the control of any board of education of any township in this state, who shall not before his employment, exhibit to said board, or to a committee of said board, a certificate of qualification obtained under the provisions of section fifty-four hereof...."(1)

The actual fulfilment of the law is illustrated by the following notice:

"Notice is hereby given that I have, in accordance with the provision of the new School Law, appointed L. Wm. Fern and N. Pearce as a committee to examine school teachers, and said committee will meet at the court house in the town of Vienna on Friday, the 18th day of May and on Tuesday the 10th day of July next, and on Wednesday the 10th day of October next at ten o'clock each day for the purpose of examining any person or persons wishing to teach a common school in this county touching their qualifications to teach Orthography, Reading in English, Penmanship, Arithmetic, English Grammar, Modern Geography, and the History of the United States. No person need apply who does not sustain the above qualifications. W. H. Culver, School Commissioner.

Johnson County, Ill. "(2)

Strict adherence to the letter of the law was not always obtained. Many teachers who were not properly qualified obtained the necessary certificates in some cases because of the dearth of properly qualified teachers, or because

(1) Report of the State Supt. of Public Instruction, 1854. p.100 and 101.

(2) The Jonesboro Gazette, Aug. 8, 1855.

of partiality and favoritism shown them by the examining committee. In general, however, the law resulted in greatly improved efficiency in the teaching force.

Chapter VIII

Examinations, Exhibitions and Inspection of Instruction.

It was customary in both the elementary and secondary institutions of the period to close the school term or year with a public examination and exhibition. The chief reason for observing such a custom was to enable parents and the general public to see what benefit the children had derived from their instruction. The future reputation of both teacher and school depended frequently upon the success or failure of the examination.

The method of conducting the examination, the subjects in which pupils were examined, and the pupils' reactions on various occasions when examinations were being conducted, are topics which are disclosed in several accounts of the important feature of instruction described in this chapter.

An account of an examination in Naperville Academy is as follows:

"The winter term of this Institution closed yesterday with a public examination. Quite a number of the friends and patrons of the academy were present as spectators and all seemed well pleased with the exercises. The examination of the classes in astronomy, Latin, German, Algebra and Natural Philosophy seemed to give entire satisfaction to those present, though it was all Greek to us. A large number of scholars had prepared compositions which were read and which were highly creditable to the authors, some of the pieces bearing unmistakable evidences of originality.....

Those parents who have children at school show what interest they take in the advancement of their children in knowledge and in the cause of

education by attending these public examinations."⁽¹⁾

The report of the examination and exhibition of North Sangamon Academy (1858) indicates both the creditable and discreditable features of the exercises.

"The winter term of this school closed March 5th, by a public examination and exhibition. Of the examination we will first speak. It was well attended by parents and friends from a distance, and everything as far as outside interest was concerned, indicated much enthusiasm on their part. The room was crowded to overflowing during the entire day. The reading classes sustained a very poor examination, something not at all unusual in many of our schools. The grammar classes exhibited thoroughness. The philosophy only fair. The Rhetoric good, and the arithmetic a very poor one. The algebra class did well; they certainly are entitled to great credit for their promptness and more than all else their loud speaking. This was one great error of the day; the scholars spoke in such a low tone of voice that it was impossible to hear half of their answers. This was decidedly annoying to the spectators. Indeed, there was but one that did himself credit and answered with clearness, so as to be heard by all in the room. If this had been the only examination which a failure had occurred in this particular more than any other, we should not feel called upon to mention it. A reform would be a great benefit here and it is suggested."⁽²⁾

At Monticello, a female seminary, an examination was conducted in 1843, on which the following comment was made: "The young ladies on this, as on the two former like occasions, when I was present, exhibited unusual familiarity and accuracy, in the branches of learning to which they had attended, evidencing improvement highly creditable to themselves and honorable to their teachers. I was forcibly struck by the facility and promptness with which they stated the

(1) Du Page Co. Observer, Feb. 23, 1853.

(2) Illinois State Journal, March 31, 1858.

propositions and went through the demonstrations on the blackboard, particularly in Algebra and the Conic Sections. In these I have never known questions answered and demonstrations performed more readily by male or female pupils..... The performances in vocal and instrumental music, and the written compositions, showed most commendable success, if not proficiency in those branches also. Moral improvement receives the attention and respect which its paramount importance and inestimable value demand. The large crowd of spectators in attendance, notwithstanding the inclemency of the weather, strongly testified the deep interest of the people in the prosperity of the Institution and the estimation in which it is deservedly held."⁽¹⁾

A somewhat more detailed description of an examination and exhibition is given in the following report of the exercises of a seminary in Jonesboro in 1859:

"The examination commenced at 10 o'clock A.M. before a small but select audience, composed of a few of the most prominent friends of education in this quarter; but although the audience was not an extensive one, the examination of the pupils comprising the classes was very thorough. I do not expect on this occasion to be able to give a detailed account of all the exercises, nor do I expect to do justice to all the participants engaged therein; but some of the classes particularly deserve the greatest commendation for the ready and prompt manner in answering all the questions put by their teacher, and others of the audience so disposed, whilst none were at all liable in any manner to censure, for all did their duty most nobly and all manifested the most thorough training on the part of the teacher. I was particularly delighted with the class in Geography. They went over the whole ground of this arduous and intricate study with ease, grace and facility, showing a thorough and practical knowledge of this useful branch.

(1) Alton Telegraph, March 25, 1843.

The forenoon Grammar class, too went through all the minutiae of parsing, analyzing and transposing the most difficult sentences to be found in the language with accuracy and promptness.

The afternoon was occupied by the reading of the various compositions of the pupils and the classes in Arithmetic. The compositions were all good and some of them evinced a maturity of judgment and profundity of thought truly surprising in such youthful aspirants for literary honors. The examination throughout was conducted in an impartial and thorough manner, it being apparent to all that the chief idea with the principal was to place the pupils before the audience in such a light that the exact progress and proficiency of each pupil might be accurately brought to view, and the advancement be made known to all. The examination closed at about five o'clock, all being highly pleased at the order, discipline and improvement manifested by the pupils.

At seven o'clock the Town Hall was filled to overflowing with an anxious and expectant audience of ladies and gentlemen of Jonesboro and Anna, all on the "qui vive" for pleasure and entertainment. It would seem invidious to draw comparisons, where all performed their parts so well - at least the general expression testifies that a better exhibition has never been witnessed in Jonesboro. The vast audience were now convulsed with laughter at some of the happy hits, and anon electrified at the eloquent displays made by the speakers. It were faint praise to say the audience were highly entertained; nay, they were made to feel proud of the progress of education now being made in our midst.The examination and exhibition alike creditable to teacher and pupils clearly demonstrates that she has nobly acquitted herself."⁽¹⁾

But "All that glisters is not gold" according to one critic of methods of conducting examinations, who says, commenting upon the expedients

(1) Jonesboro Gazette, Feb. 5, 1859.

invented by teachers to humbug parents.

"The most common and most successful one is, to commence preparing the pupils for examination day from the first day he enters school. On examination day, it requires not one with the acuteness of vision to see through a mill-stone, to penetrate the thin gauze that hides the shallow deception and miserable farce beyond. Everybody sees it except the deluded, doting parents; they see nothing but prodigies of learning and talent in the performances.

We have, on many occasions, seen the evidences of this arduous training, and drilling for examination. We have heard simple Miss A. say that Miss B., who was to read that verse, or answer that question, or perform that example, is absent, and we have seen so much of the lesson as was assigned to the absentee passed over. We have seen and heard pupils give demonstrations of some of the most intricate problems of Euclid, who could not tell the difference between an acute and obtuse angle, or between a vertical and horizontal line....

Now why is it that parents are made the dupes and victims of such gross impositions..... They have offered a premium for them by demanding the performance of impossibilities under the conditions imposed."⁽¹⁾

One exhibition which was given for another purpose than that of displaying the results of teaching was announced in the following advertisement:

"The students at the Seminary will give another Exhibition next Friday evening, for the purpose of furnishing globes, maps, etc., for the school. They gave one last Friday evening, and every person enjoyed themselves hugely without cost, and now that they wish to present their teachers with a tribute of respect, we hope the house will be none the less crowded that it is at 25 cents admittance."⁽²⁾

Examinations assumed a different character after the transition from private to free schools. They became less superficial and more tests of actual

(1) Alton Daily Morning Courier, Jan. 29, 1853.

(2) Jonesboro Gazette, Jan. 16, 1856.

ability and progress on the part of the pupils. In Springfield in 1856, at the close of the first terms work in the free school, the board of school inspectors visited the various classrooms, and examined the work done by pupils and teachers. After commenting in detail upon the school work observed in four days of inspection one inspector says:

"We may be permitted here to remark, taking into consideration the fact that this was the close of the first term of, we may say, an experiment in the system of public schools in this city and the other fact, that for this examination no previous notice had been given, no preparation made, nothing but the every day routine of studies and exercises gone through with, it certainly was a most gratifying spectacle."⁽¹⁾

The public examination was a social as well as educational function and although it sometimes erred on the educational side, the benefits of its social features were evident. It served to maintain a proper relation between parent and school and was the connecting link between the school and the community, and in performing such a service, it was a valuable device for securing community cooperation in educational matters.

No rigid and uniform inspection of schools was maintained throughout the period in the educational institutions except in a few communities in which city school systems were maintained and systematically inspected. Parents and trustees usually visited the schools only at examination time when conditions were to some extent abnormal, and conditions were not typical of the daily routine. One writer attributes the poor condition of the schools to lack of inspection. He says,

....."There are many other reasons why common schools are no better.

(1) Ill.State Register, July 24, 1856.

One is, that the employers or school directors, seldom go to the school house and learn for themselves what is going on; and hence generally all that they know they get from their children."⁽¹⁾

Another writer urging better school inspection states,

"In a former communication I urged parents to visit the school for the encouragement of their own children; and I trust the time is nearly, even in Illinois, when parents and friends will often be found in the school room. I also hope the time has already arrived when those selected to superintend our schools will be found faithful..... Let them call often - not as mere overseers, whose only business is to see that others do their duty; but as friends who can sympathize with the faithful teacher in his difficulties, and rejoice in the prosperity of the school. Let us be provided with faithful school directors, and the school system of Illinois will soon be equal to that of the most highly favored state in the Union."⁽²⁾

A third writer points out four benefits to be derived from the frequent visits of parents to the schools. He says that "Parents must not only visit the schools where their children are, because they may be blinded by their partialities, or imposed upon by the teacher, anxious to retain their patronage, but visit all the schools in the neighborhood - public and private. Then they will be able to institute a comparison between their relative merits, and select the best within their reach for their children. Impositions will then become less frequent if not impossible, for teachers will feel that the attention of the Argus-eyed Public is fixed upon them. Another good will flow out of it; they will become acquainted with the teachers of their children, will know how to appreciate them, from kind relations with them, will learn their trials, difficulties and dis-

(1) Alton Telegraph and Dem. Review, April 6, 1849.

(2) Alton Telegraph and Dem. Review, July 9, 1845.

couragements, and thus sympathize with them, and assist and encourage them. Moreover, they will then be able to judge the probability or otherwise of the many idle reports that get afloat in the community respecting the government and discipline of the schools, and not be imposed upon by either their own or their neighbor's children.....

We speak by authority when we say that not one in twenty of the parents who have children attending the city schools have ever visited them or know from personal observation how and by what means their children are receiving mental culture....We wish, and we admonish parents, to think seriously upon the subject of visiting schools."⁽¹⁾

(1) Alton Daily Morning Courier, Jan.29,1853.

Chapter IX

Female and Co-education.

The popular conception of female education throughout the period was that girls were to be educated as fully as boys but not with them. Some educators, it is true, did not believe that girls should have an education similar to that of boys, and still others advocated co-education for every educational institution and for every individual. Persons who entertained such conceptions, however, were in the minority. The support of the ideal, that the education of women should conform to that of men, is presented by an educational writer who opens his argument with the theory that the natural capacity of the sexes is equal. He says:....."If the capacity of the sexes is equal should they receive a similar education? So far as their employment corresponds their education should be one. Their duties to God and to themselves are the same; likewise in a great degree to their children and to society. All knowledge which tends to improve the heart, refine the taste, and inform and direct the judgment, is as necessary to a woman as to a man."⁽¹⁾

Commenting upon the ability of girls to pursue studies which boys only were supposed to be capable of mastering, another writer says,

"The readiness with which difficult problems in arithmetic were solved by some of the young ladies surpassed anything of the kind that we recollect to have witnessed elsewhere..... The error has been too prevalent that mathematical studies were useless to young ladies; but nothing is more clear than the fact that, besides their practical utility, they give a stability

(1) Edwardsville Spectator, May 31, 1825.

and vigor to the mind for which the more fashionable accomplishments of female education are unfavorable."⁽¹⁾

From the reports of many public examinations held throughout the state it may be concluded that similar subjects were pursued by boys and girls.

At least two individuals stated objections to the notion that girls should receive an education in the classics and "higher branches." One individual states that "there may be single individuals among girls who have a great disposition to learn languages, let them exercise their talent, but let them not be a standard for girls in general. I am sure that few of them as well as of boys, will be greatly delighted with a study of the classics. On the other hand, I doubt that on account of this acquirement, girls become better wives and better mothers, and that they will, for this reason, gain the affection of their husbands."⁽²⁾

And the other reports that "Not long ago an individual was asked why he did not send his daughters to school. 'It's of no use,' says he, 'I can learn them to read at home so as to read the testament and that's enough. It's none of their concern to transact business - and of what use is geography and grammar in making bread and frying bacon?'"⁽³⁾

Some idea of the extent of the provisions for the education of girls may be gained from the following figures:

Of the 97 secondary institutions studied:

33 were for girls only.

2 were for girls and boys under 8.

37 were for both boys and girls.

8 were for boys only.

17 gave no indication as to sexes admitted.

(1) Illinois State Register, Nov. 2, 1838.

(2) Ill. Daily Journal, Dec. 7, 1833.

(3) Ill. Daily Journal, Oct. 3, 1848.

These figures would indicate that ample provision was made for the education of girls, and since the elementary schools commonly admitted both sexes on equal terms, it is evident that female education was well provided for.

The Ladies' Association for educating females encouraged the cause of female education, by providing gratuitous instruction to girls who would prepare for teaching. In an address before the members of the society the reasons for giving gratuitous instruction to women, were stated. Part of the address is as follows:

"These girls cannot educate themselves. It is absolutely essential that they should have assistance. Young men, of industry and energy, can educate themselves. But these girls can earn but \$1.50 per week, and out of that they must clothe themselves. Then, as things are, the expense attending the education of the young women is greater than that attending the education of the young men. This society, then, most evidently meets a great want."⁽¹⁾

In the fourth annual report of the Ladies' Association for the education of females was an address delivered by Professor Post of Jacksonville, Illinois, before the annual meeting of the society. Professor Post "in sketching the outlines of what would constitute a good female education, has insisted that every female should be made acquainted with mental philosophy and hygiene; and the simple principles of chemistry and medicine."⁽²⁾

Not all education of girls consisted of subjects as academic as these. Many of the schools were "finishing schools" attended by fashionable young ladies, who wished instruction in the polite accomplishments and manners of society. The question was asked at one time, "What is the life of a would-be fashionable young lady? It is to go to a model boarding school, kept by an ex-French milliner."⁽³⁾

(1) Alton Daily Morning Courier, July 15, 1852.

(2) Annals of Education, Vol. VIII, 1838, p. 184.

(3) Illinois State Register, March 17, 1854.

In the beginning of the chapter it was stated that the popular conception of education was that girls should be educated as fully as boys but not with them. Of 97 secondary institutions, it was shown that 37 provided education for both boys and girls, and would on first notice seem to indicate the girls were educated with boys, in a large number of institutions. But of the 37 institutions providing education for both boys and girls, the majority of the schools gave the instruction in entirely separate departments. In the smaller schools it was of course impractical to form distinct departments for the sexes; but in the larger schools the unvarying custom was to give instruction in two separate departments, with different rooms, female teachers, and no means of communication between the sexes while at school. In the elementary schools, however, co-education was more common. Separate education for pupils in the higher classes was frequently objected to. One writer says, "What is curious enough I find many people - fathers, mothers, teachers, who are agreed that in the schools of the lower classes the two sexes may be safely and advantageously associated, yet have a sort of horror of the idea of such innovation in schools for the higher classes. One would like to know the reason for such a distinction, instead of being encountered as is usual, by a sneer or a vile innuendo."⁽¹⁾ And another -- "Under the present system of fashionable education, the youth are separated early, and sent from home to institutions where the bar of sex is rigidly adhered to - and they are turned out in the world, knowing nothing of universal human nature, save what they have gathered from the pages of a sentimental tale or the rhymes of some sickly poet."⁽²⁾

The common practice of separating the male and female departments may be observed in Vandalia High School, which in 1830 had the following provision:

(1) Illinois State Register, Nov. 20, 1856.

(2) Alton Daily Morning Courier, Aug. 5, 1852.

"A Female Department.

Is attached to the school, under the care of a young lady who teaches girls of any age, and boys under 6."⁽¹⁾

With the establishment of free schools the custom of providing separate departments of instruction for the sexes was continued.

(1) Illinois Intelligencer, Nov. 6, 1830.

Chapter X

The Establishment of the Free School System.

The appointment in 1854 of Ninian Edwards as State Superintendent of Public Instruction, and the enactment in 1855 of the school law providing a system of free, tax-supported schools and adequate supervision, effected many radical changes in the character of the educational institutions in the state. Academies were changed to public graded schools or high schools; and in place of private elementary schools, ungraded and inadequately supervised, and often inefficiently taught, appeared the new system of common schools.

Superintendent Powell sums up the results of the common school movement during the first two years of the new regime as follows:

- "1. The establishment of the State Normal University.
2. The organization of the district school library in 1,000 districts.
3. The building of 3,000 new school houses.
4. The support of free schools for nearly seven months in the year in nearly all the school districts in the state.
5. The addition of 200 new school districts.
6. The organization of 50 teachers' institutes.
- 7 The changing of two-thirds of the private academies and seminaries into public graded schools.
8. A great improvement in furniture and apparatus.
9. The awakening and building up of an all-powerful and constantly growing public opinion in all portions of the state, especially in the southern,

in favor of public education, which has had no parallel in the history of the country."⁽¹⁾

Mr. Powell, in his report for 1857-58 makes the following statement in regard to the change in character of the educational institutions:

"It is highly gratifying to be able to state that, while a considerable number of these institutions (academies and seminaries) are still in operation, in various portions of the state, two-thirds of those in existence two years since have given place to the Public Schools, or been themselves transformed into union Graded Schools, under the law. In no particular has the vitality and adoption of the principle of Free Schools, to the wants of the people of a republican state like this, been more clearly manifested, than in the summary manner in which the Public Schools of this state have taken possession of the ground heretofore occupied by the Private Schools, both high and low. Scarcely two years have elapsed since the Free School system went into operation in this state and in that brief period it has nearly swept the entire field of the thousands of Private Schools which then existed. Truly those who cling so tenaciously to the old feudal and Anti-American system of educating the rich alone, will soon have to abandon their ground; for that only just principle of making 'the property of the state educate the children of the state', has nearly taken entire possession of the Public mind."⁽²⁾

Ninian Edwards stated the advantages of public schools over private institutions in the following words:

".....in a pecuniary point of view it (the public school) presents advantages over the private school, which must challenge the wealthy as well as the poor..... Upon the whole, I am fully persuaded that the free schools, as a

(1) Report of Com. of Eduo. 1898-99, Vol. I, p.384.

Data from Ill. State Supt. Report, 1857-58, p.69.

(2) State Superintendent's Report, 1857-58, p.16.

general thing, are better than even the most select private ones. There are more people interested in them, and there is a public spirit at work in their support."⁽¹⁾

A system of free schools, completely organized and carefully graded, did not immediately supplant the older type of schools. The transition from one to the other was a gradual process, extending over a period of years, and encountering invidious opposition from time to time.

That the provisions of the law of 1855 were not accepted without opposition is demonstrated by the following:

"The subject of the Common School Law of the state has thus far occupied a considerable share of the attention of the Legislature, and has been the subject of much interesting debate. Proposed amendments, some going to the length of destroying the whole system have been proposed; but we think it is clear from the votes already taken that the School Law has too many strong friends on both sides of the House to be materially changed. A proposition abolishing the office of School Superintendent, was a few days ago voted down by a good majority and may be regarded as a test vote. We understand, after a full and careful examination of the present School Law by the Committee on Education of the two houses in the joint session, they have agreed to let the law in all its main features remain just as it is."⁽²⁾

In 1856, citizens of Sangamon County held a meeting at which opposition to several features of the school law was expressed. The following resolutions were adopted:

"Whereas the late apportionment by the auditor of the two mill tax assessed for school purposes, compared with the taxes paid in by the counties, exhibits a loss to Sangamon of nearly eleven thousand five hundred dollars, more

(1) State Supt. Report, 1854, p.8.

(2) Illinois State Journal, Feb.2,1859.

than half of what was collected from our people; and whereas this is but a glimpse of the unequal and unjust operation of our revenue laws for years, bearing so oppressively upon the citizens of Sangamon; therefore

Resolved, That the two mill tax ought to be repealed, and the law otherwise amended.

Resolved, That the assessment of property in the various counties, under the present revenue laws, should be submitted to a board of state officers for revision, whose duty it should be to equalize the assessment to suit the actual wants for interest, and for the ordinary expenses of government.

Resolved, That we will not support any candidate for State Legislator, governor, or school superintendent, who does not make unequivocal pledges in favor of the repeal of the two mill school tax and an equalization of assessments in all parts of the state."⁽¹⁾

The law was not instantly effective as was shown by the laxity in its observance exhibited in one locality. This condition was deplored by one individual who reports:

"We find, upon examination, that in accordance with the instructions of the State Superintendent, our present School system is being shockingly abused. For the sake of a little popularity instructions have been issued contrary to the letter and spirit of the law, allowing those to become teachers who are void of a single qualification which the law declares they shall have. How is this? If the law is a good one, try it upon its merits, and not seek to Blarney the people and have them adopt a law which will not answer the purpose for which it was made. We believe the law is a good one, and a positively and sincerely opposed to allowing those who are wholly incompetent having no pretensions whatever to respectability, to come in competition with those who have spent half a life

(1) Illinois State Register, April 24, 1856.

time to qualify themselves to teach what the law says they shall be able to teach. If the present construction of the School Law is the true one, the law itself is a bad one, and is for little use more than to burden the people with taxes. We say again to those in charge of our free school, to try the law upon its merits; and if it is a good one it will stand, but if it is not let it fall, for we assure you however little education the people of this county may have, they are not so blind to their own interest as to let merit go unrewarded, nor to long suffer themselves practiced upon after the style they are at present."⁽¹⁾

The law of 1855 has been called the cornerstone of the educational structure of the state; and one writer declares that at this time, "The great revival of popular education had at length struck the new Northwest."⁽²⁾

From this time on improvement and achievement mark the progress of education in Illinois and attend the development of its institutions to a greater extent than had hitherto been possible.

(1) The Jonesboro Gazette, April 16, 1856.

(2) Report of Com. of Educ., 1898-99, Vol. I, p. 384.

Chapter XI

Conclusion.

The people who settled in Illinois brought with them the educational ideals of New England and the South. The progress of education was slow in the early part of the period due to the hardships of frontier life and the sparseness of population. A free school law passed in 1825 was repealed later, not to be reenacted until 1855. Public opinion favored the private rather than the free school with the result that the private school became the dominant type of educational institution throughout the period.

Opinions concerning the need, value and aims of education were expressed by educators and statesmen in Illinois at an early date. The belief that the aim of education was to preserve democracy and the Republic was the keynote of these expressions.

An early type of elementary institution was the itinerant school, a school taught for only a part of a day or week at a time throughout the year. The teacher of such a school divided his time among a number of such schools. More permanent schools were established as the size and wealth of the community increased. Schools were frequently organized by the teacher himself. In some communities groups of citizens formed corporations for the purpose of organizing schools. In some schools the rate of tuition was fixed by the corporation or town and the teacher was hired by trustees of the school. The subjects generally taught were the "common branches," reading, writing, arithmetic and spelling; grammar, history and geography were taught in the larger schools. The school year was three or four terms or quarters in length. Tuition charges were made by the quarter and usually entitled pupils to instruction in all branches of

study. Gratuitous instruction was given to paupers and orphans in some schools and was required by law for a short time in all schools receiving appropriation from the state common school fund. Few efforts at gradation were made before 1855. The small number of scholars made classification unnecessary and almost impossible. As the school population increased, gradation schemes were suggested but were not generally adopted.

The distinction between the elementary and secondary institutions is difficult to discern because the fact that the scope and character of the two types of institutions were never sharply differentiated. However, a distinction may be made between those institutions which offered only elementary instruction and those which offered secondary courses or both elementary and secondary curricula. The latter may be designated as secondary schools.

The name "Academy" was the most popular term applied to private secondary schools. The name "Seminary" was also commonly used; and many others including "High School", were applied to similar institutions. More than fifty subjects of instruction^{were} offered in 97 schools. Tuition charges were commonly based on the number and kind of studies pursued, though in some boarding schools a uniform charge was made. Equipment and housing conditions improved as the wealth and popularity of the institutions increased. Several schools had well equipped laboratories, libraries and museums at an early date. Various methods of instruction were adopted by different teachers. However, in most schools the teacher served only as a guide in the use of the text-book and was mechanical and unresourceful in his teaching. The aims of instruction of the secondary schools were to train teachers, to prepare youths for life, to prepare students for college and to give culture. Sectarianism did not dominate the school because of the fact that charters were refused to schools advocating any particular sect. Religious instruction was a common course of study in many schools but

was not used for furthering the cause of any denomination.

The lack of uniformity in text-books which was not overcome before the close of the period, was due to the general lack of uniformity in schools and in courses of study. Text-books were expensive, and uniformity would have required the purchase of new books in most instances. Some texts were of poor quality; a few were good and gained deserved popularity. Several attempts were made by education societies and the State Superintendent to secure uniformity of text-books both before and after the passage of the free school law, but little was accomplished before 1860.

A number of special educational institutions supplemented the work of the elementary and secondary schools. These were the evening schools, business schools and courses, and language classes. These institutions supplied instruction part of which could not be obtained in the regular institutions. The evening schools enabled the illiterate adult population to receive the rudiments of an education.

Examinations and exhibitions conducted at the close of the school term or year were provided for the purpose of exhibiting the results of instruction. These performances were frequently perfunctory and stereotyped and were not always truthful exhibitions of the pupils' information or scholarship. However, the public examination, attended by parents of pupils and friends of education, served to interest the community in the school and was a unifying and socializing force. Until after the passage of the free school law there was little inspection of schools, other than occasional visits of parents or trustees.

The general feeling throughout the period was that girls were to be educated as fully as boys but not with them. A large number of educational institutions for girls was established and many schools admitted girls on equal terms with boys. However, in these institutions girls and boys were educated by separate departments.

Experience, good character and ability to discipline were qualifications most desired in teachers. In the early part of the period teachers were poorly qualified and poorly paid. The quality of teachers was improved through several agencies, a scheme originated by Governor Slade, which prepared teachers for work in the West; an increase in the number of teachers' courses in secondary schools; the work of the Ladies' Association for the Education of Females; and teachers' institutes, conventions and societies.

The free school law was passed in 1855 and was the result of growing agitation for a system of free schools supported by public taxation. Some private secondary and elementary institutions were immediately converted into free schools. However, the private school was a popular and firmly established institution and for these reasons continued to be the dominant type of institution until after 1860. In many localities the free school law was not observed and was frequently denounced as unfair.

Because of the slow assimilation of the free school idea, the transition from private to free schools was very gradual.

Appendix

List of 97 schools offering secondary courses, of which a special study was made. The dates given are the earliest that appear in the sources at hand.

Mr. Cross' School, Kaskaskia,	1818.
Academy, Kaskaskia,	1819.
Belleville Academy, Edwardsville,	1820.
Public School, Alton,	1821.
Academy of Science, Edwardsville,	1820.
Seminary of Learning, Edwardsville,	1822.
E.G.Howe's School, Springfield,	1826.
Fairfield Seminary, Vandalia,	1828.
Jacksonville Seminary, Jacksonville,	1829.
Rock Spring Theological and High School,	
Rock Spring,	1827.
Hillsborough Boarding School,	
Hillsborough,	1830.
Vandalia High School, Vandalia,	1830.
School, LaSalle Prairie,	1830.
School, Alton,	1834.
Edwardsville Female Academy, Edwardsville	1834.
Female Seminary, Jonesboro,	1834.
Alton Seminary, Alton,	1834.
Academy, Chicago,	1834.
Young Ladies' Academy, Kaskaskia,	1837.

Hillsboro Academy, Hillsboro,	1837.
Vandalia Academy and Free School, Vandalia,	1837.
Mount Vernon Academy, Mount Vernon,	1839.
School, Vandalia,	1839.
Springfield H.S., Springfield,	1839.
Springfield Academy, Springfield,	1839.
Springfield Female School, Springfield,	1840.
School, Springfield,	1842.
Male and Female Academy, Mount Carmel,	1842.
City School, Lower Alton,	1843.
Cherry Grove School, Knox County,	1843.
Ladies' School, Winchester,	1843.
Monticello Seminary, Godfrey,	1842.
School, Highland,	1843.
High School, Middle Alton,	1844.
Galena Female Seminary, Galena,	1844.
Mr. Campbell's Academy, Galena,	1844.
Select School, Upper Alton,	1844.
Miss Olin's School, Springfield,	1844.
Springfield City School, Springfield,	1844.
Jubilee College, Peoria Co.,	1844.
Springfield Academy, Springfield,	1845.
Seminary for Young Ladies, Springfield,	1845.
St. Mary's College, Chicago,	1845.
Chicago Female Seminary, Chicago,	1845.
School, Middleton,	1845.
Warrenville Institute, Warrenville,	1845.

Edgar Academy, Paris,	1846.
Female Seminary, Springfield,	1847.
Farmington Academy, Farmington,	1848.
Springfield Female Seminary, Springfield,	1849.
Springfield Academy, Springfield,	1849.
Seminary, Springfield,	1848.
Classical School, Springfield,	1849.
Clinton High School, Petersburg,	1849.
Upper Alton High School, Upper Alton,	1849.
Female High School, Alton,	1849.
Illinois Conference Female Academy,	
Jacksonville,	1849.
School, Springfield,	1849.
Petersburg Female Seminary, Petersburg,	1849.
Miss Bahan's School, Springfield,	1849.
Wesleyan Female Academy, Springfield,	1842.
Miss Bascom's School, Springfield,	1849.
McKendree College, Lebanon,	1849.
City School, Alton,	1849.
Parochial School, Springfield,	1850.
Greenfield Academy, Greenfield,	1850.
Mt. Palatine Academy, Mr. Palatine,	1850.
Female Seminary, Alton,	1852.
City School (New), Alton,	1852.
English and Classical School, Naperville,	1852.
Warrenville Seminary, Warrenville,	1852.
Naperville Academy, Naperville,	1852.

Seminary, Wheaton,	1853.
Seminary, Naperville,	1853.
Illinois Institute, Wheaton,	1853.
Aurora Classical and High School, Aurora,	1853.
Illinois College Preparatory Department,	
Jacksonville,	1853-4.
Springfield Central Academy, Springfield,	1855.
Jonesboro Academy, Jonesboro,	1855.
English and Classical School, Springfield,	1855.
Springfield Female Academy, Springfield,	1856.
Young Ladies' Select School, Alton,	1850.
Boarding and Day School, Jonesboro,	1858.
Chicago High School, Chicago,	1859.
New Female Seminary, Springfield,	1859.
Aurora Institute and Clark Seminary,	
Aurora,	1859.
High School, Springfield,	1859.
Union Academy, Jonesboro,	1860.
South West Seminary, Pittsfield,	1850.
Mount Carroll Seminary, Mount Carroll,	1853.
Olney Seminary, Olney,	1855.
Dearborn Seminary, Chicago,	1856.
Lewiston Academy, Lewiston,	1857.
Belvidere Female Seminary, Belvidere,	1858.
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